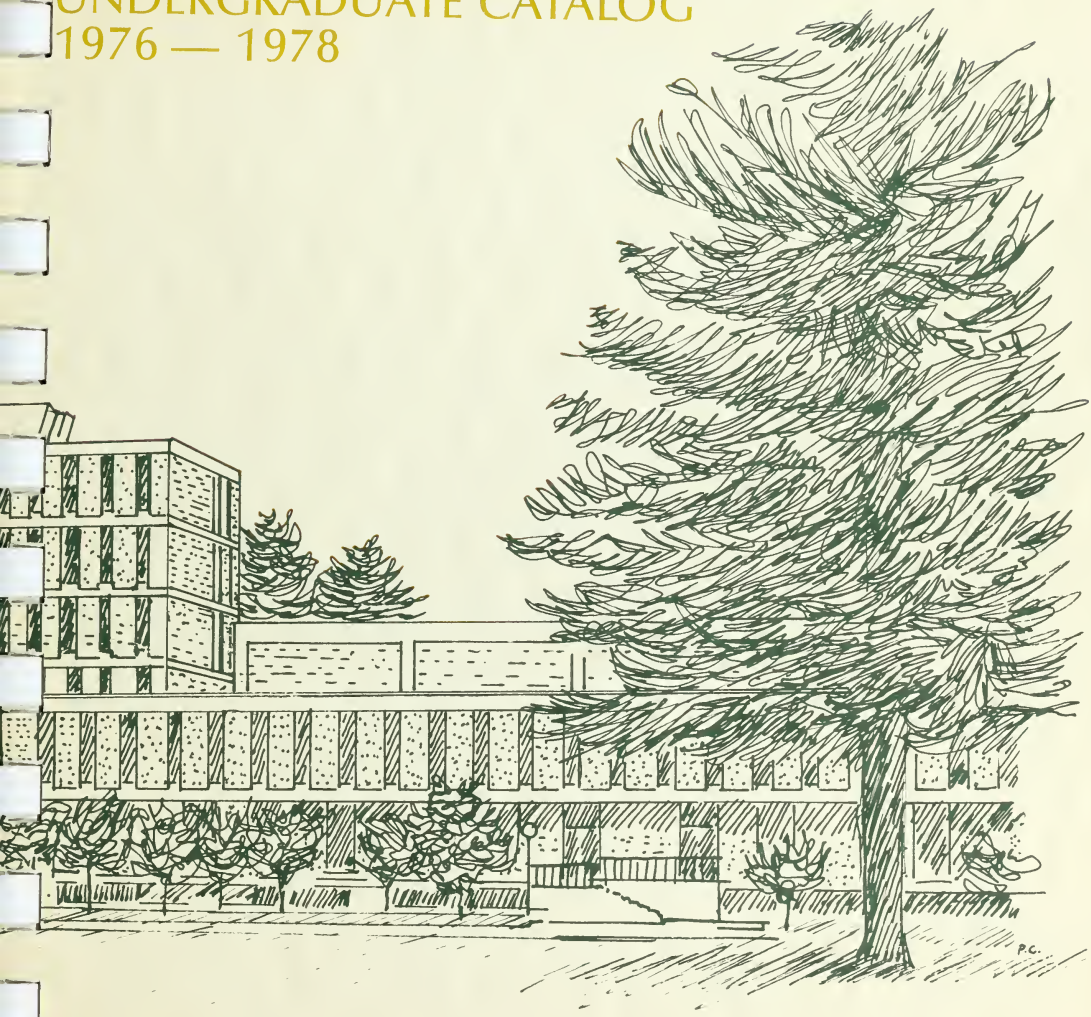
WESTFIELD STATE COLLEGE

UNDERGRADUATE CATALOG 1976 — 1978



Accreditations

New England Association of Schools and Colleges
National Council for Accreditation of Teacher Education

Memberships

American Association of Colleges for Teacher Education
American Association of State Colleges and Universities
American Association of Higher Education
American Council of Education
College Entrance Examination Board
Council on Postsecondary Education
Council for the Advancement and Support of Education
New England Association of Schools and Colleges
Cooperating Colleges of Greater Springfield

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WESTFIELD STATE COLLEGE

UNDERGRADUATE CATALOG
1976 — 1978

This catalogue is a guide for information and not a contract. The college reserves the right to change requirements for degrees, prerequisites, fees, scheduling, and related matters. New curricular requirements will not work a hardship on students who have entered under an earlier set of requirements. For information on graduate courses, please refer to the Westfield State College Graduate Studies Bulletin.

"Beginning our 137th year of educational service to the Commonwealth — with stability in change."

WESTFIELD, MASSACHUSETTS 01085 PHONE: (413) 568-3311

President Robert L. Randolph (R) and James W. McKenna, Dean of Students, stroll through nearly completed apartment complex.

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Campus Map

WESTFIELD STATE COLLEGE
ACADEMIC CALENDAR 1976-1977

Fall Semester 1976

August	23-26	First Session	Freshmen Orientation
August	29-Sept. 1	Second Session	Freshmen Orientation
September	6	Monday	Holiday — Labor Day
September	7	Tuesday	Transfer Orientation
September	8	Wednesday	First Day of Classes
September	9	Thursday	Faculty Meeting — 4:00 P.M.
October	11	Monday	Holiday — Columbus Day
October	29	Friday	End of First Quarter
November	11	Thursday	Holiday — Veterans Day
December	3	Friday	Registration
November	24	Wednesday	Thanksgiving Recess — Begins at 12:30
November	29	Monday	Classes Resume — 8:30 A.M.
December	14	Tuesday	Last Day of Classes for Fall Semester
December	15-22		Exam Period
December	29	Wednesday	All Grades Due in Registrar's Office

Spring Semester 1977

January	24	Monday	Opening Day of Spring Semester — Classes Begin
February	21	Monday	Holiday — Washington's Birthday
March	18	Friday	End of Third Quarter Spring Vacation Begins at 4:30 P.M.
March	28	Monday	Classes Resume — 8:30 A.M.
April	7	Thursday	Easter Vacation Begins at 4:30 P.M.
April	12	Tuesday	Classes Resume at 8:30 A.M.
April	18	Monday	Holiday — Patriot's Day
April	19	Tuesday	Registration
May	10	Tuesday	Last Day of Classes
May	11-18		Exam Period
May	18	Wednesday	Final Grades Due for Seniors
May	22	Sunday	Commencement
May	25	Wednesday	All Grades Due in Registrar's Office

Note: The date for Spring Convocation will be announced during the Spring Semester.

THE COLLEGE

WESTFIELD STATE CAMPUS

Westfield State College has a scenic modern campus located in western Massachusetts in the foothills of the Berkshires. Three classroom buildings, Parenzo, Bates and Wilson Halls, five dormitories, Scanlon, Dickinson, Davis, Lammers and the Apartment Complex, the Governor Joseph B. Ely Student Union/Library complex, and a laboratory school, Juniper Park, make up the physical facilities of the College.

ELY STUDENT UNION/LIBRARY

The Governor Joseph B. Ely Student Union/Library building, opened in December 1971, is a campus gathering place for all segments of the college community. The Student Union provides recreation facilities and services for a broad social, cultural and recreational program, including swimming pool, meeting rooms, snack bar, theater, game rooms, handball court, television, recreation rooms, music rooms, and the campus radio station, WSKB-FM. The more than forty college clubs and organizations, including student newspaper, *The Owl*, college yearbook, *The Tekoa*, and Student Senate meet in this building.

The College Library is located in the south wing of the Governor Joseph B. Ely Memorial Student Union and Library Building.

Resources: The Library's collection numbers more than 100,000 volumes and current and backfiles of over 600 periodical titles and newspapers. Over 5,000 reels of microfilm and 100,000 units of microfiche and microcard are serviced by microform readers. Pamphlets, newsletters, and curriculum materials complete the collection.

Hours: The Library is open Monday through Thursday 8:00 A.M.-12:00 Midnight and Friday 8:00 A.M.-9:00 P.M. with Saturday 1:00 P.M.-5:00 P.M. and Sunday 12:00 Noon-12:00 Midnight. The Library is open during vacations and intersessions for daytime use. Additional hours are available during Summer Session.

Curriculum Library: A Curriculum Library containing both print and non-print teacher education materials is located in Room 316 of the Ely Building, with hours as posted.

Borrowing Policy: College ID cards are required in order to borrow library materials. Books may be borrowed for four weeks without renewal. Magazines and Reserve books must be used in the library.

Overdue Policy: Students are responsible for the safe return to the Library of all library materials when due and for the cost of replacing lost books. Fines are imposed for overdue books. Students who owe the Library either books or fines at the end of a semester will have their class cards for the following semester withheld.

Privileges At Area Libraries: Through a cooperative arrangement with other libraries in the area, WCS students may register and borrow library materials at any of the following libraries: AIC, Bay Path, College of Our Lady of the Elms, Holyoke Community College, Springfield College, STCC, Springfield City Library, Western New England College, Western New England College Law Library and the Westfield Athenaeum.

Books explaining the library in detail may be obtained on request.

EDUCATIONAL MISSION

Westfield State College is an institution of democratic society founded to provide higher educational opportunity for all people. As such, the college is continually in the process of fulfilling the legislative mandate of the Commonwealth of Massachusetts that "the state colleges shall provide educational programs, research, extension and continuing education services in the liberal, fine and applied arts and sciences and other related disciplines through the master's degree level."

Philosophically, the foundation of the college rests upon its dedication to a disinterested search for truth and to discovery and dissemination of knowledge. The college pursues these ends by means of diverse curricula which permit both faculty and students to explore a myriad of values, ideas, feelings and facts. This exploration is conducive to a liberation of the mind from prejudice and narrow self-interest. The College Community understands the search for truth to involve each member of the academic community in the attainment of the intellectual freedom and maturity afforded by the unfettered play of ideas, reflection, open discussion and choice. It is, therefore, a college conviction that the liberal arts are basic to all curricula within the college.

The student is the focus of the academic community, which exists for the education of its students as individuals in the various academic disciplines and career fields.

Westfield State College endeavors to present students with the most diversified educational opportunities in order to learn fully about themselves, their fellow man and the world at large.

As a public institution, Westfield provides an educational setting open to all regardless of race, creed, sex, national origin or economic status.

HISTORICAL NOTE

Westfield State College began as the first coeducational Normal School in America. Opened on September 4, 1839, in Barre, Massachusetts, the school was born as the result of agitation by educational reformers such as Horace Mann and the Reverend Charles Brooks.

The term, Normal School, emanates from the writing of the Reverend Brooks, who advocated moving away from the "seminary" concept of teacher training toward the tenet, "As is the teacher, so is the school." Normal School, then, refers to a school which co-exists with a model school where students could combine educational theory with practice.

Barre proved to be a remote location and in 1844 the Normal School was relocated in the Westfield Academy. The city of Westfield was chosen as the site of the College because of "the natural beauties of the town and the progressive ideas of its people," and from that time it prospered.

When the facilities of Westfield Academy became inadequate, the Normal School was transferred to the first floor of the Town Hall and on September 3, 1846, a new brick structure was built on Washington Street, on a site donated by Westfield citizen, James Fowler. Normal School students occupied the second floor and school children the first.

For the first 89 years, Westfield's academic program consisted of a two-year training course. In 1928, because of the growing complexity of the education profession, the Department of Education extended the program to three years. Governor Joseph B. Ely, in 1932, signed a bill changing Normal Schools to State Teachers College, and thus began the familiar four-year course of study. At the same time, the name was changed to Westfield State Teachers College.

From one rented room in Barre, Massachusetts, as a Normal School, Westfield State College has expanded into a scenic modern campus. Evolving from a quality school of teacher education to a quality liberal arts college, Westfield now offers fifteen additional majors, housing 1250 students on campus and accommodating some 1250 more as commuting or off-campus students. The Division of Graduate and Continuing Education serves 1550 additional students of all ages and interests, offering a Masters Degree program in Education. Thus, Westfield State College services the entire community of those in Western Massachusetts seeking a higher education.

COLLEGE REGULATIONS

Students, and all college personnel, are expected to respect the rights of others, the laws of the Commonwealth of Massachusetts, and the federal laws. Violations of rights of others, or state and federal laws, subject the individual to College judicial procedures and/or state and federal judicial procedures.

The following is a listing of examples of violations of College regulations, and/or state and federal laws.

VIOLATIONS

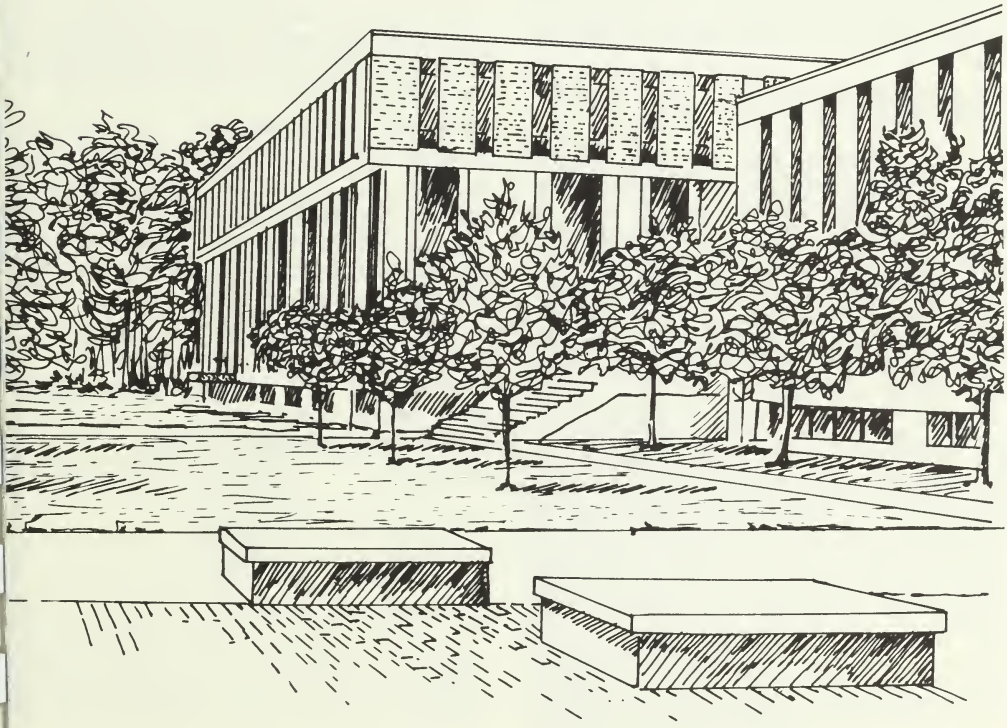
1) The taking of goods or property which belongs to another or belongs to the State without permission. (theft)
2) Deliberately making false alarms. (false fire alarms, false telephone bomb alarms, etc.)
3) Destruction of property.
4) Breaking and entering.
5) Possession or use of illegal drugs.
6) Student demonstrations contrary to Board of Trustees' policy governing student demonstrations.
7) Possession of a firearm (as defined in Massachusetts State Law, Part II, Chapter 269, Section 10, prohibiting firearms on campus).

MASSACHUSETTS STATE COLLEGES' POLICY ON NON-DISCRIMINATION

It is the stated policy of the Board of Trustees of the Massachusetts State Colleges that in matters of college admissions, the employment of professional and non-professional personnel, and all other personnel matters in the State Colleges, individuals will be evaluated on their merits without respect to their race, color, creed, national origin, age, or sex, as prescribed in applicable federal and state laws.

Westfield State College is an Affirmative Action Employer and encourages women and minority group members — male and female — to apply for positions.

Westfield State College is committed to a policy of non-discrimination and affirmative action in its educational programs, activities and employment practices. It is the policy of Westfield State College not to discriminate on the basis of race, sex, color, national origin, age or religion. Westfield State College maintains its policy of non-discrimination and affirmative action in fulfillment of the requirements of Executive Order 11246 and 11375, Titles IV, VI, VII, IX and X of the Civil Rights Act of 1964 as amended in 1972 and other applicable state and federal statutes.



THE ADMISSIONS PROCESS

ENTRANCE REQUIREMENTS — FRESHMEN

Admission to Westfield State College is selective. The minimum entrance requirements specify that the prospective student have a high school diploma or its equivalent. In addition, all students must show satisfactory performance on the College Board Scholastic Aptitude Test and submit the Student Descriptive Questionnaire.

The prospective student must submit an admissions application after the opening of the Senior year in high school and the secondary school record must be submitted according to the directions on the application.

Evidence of a physical examination from the applicant's personal physician should be obtained before entrance to the College. If the applicant is applying as an Art major, he must submit a portfolio; if applying as a Music major, he must have an audition with Music department. A personal visit is recommended for all applicants to the College.

Westfield State College has a "rolling admissions" policy. Candidates are notified of their acceptance on a continuing basis beginning about January 1.

TRANSFER

Applicants for transfer to Westfield State College will be evaluated on the basis of their previous college academic record. Whenever possible, degree credit will be granted for course work completed at accredited institutions of higher education. Courses which do not fit the degree programs may be counted as fulfilling the open elective requirements of the four year curriculum. The transfer student will be required to fulfill the same degree requirements as any other student. A student must successfully complete one year as a full-time student (30 credits) to receive a baccalaureate degree from Westfield. The number of transferees accepted will be determined by existing vacancies in the various degree programs and the number of applicants deemed eligible. Eligibility usually means a cumulative average of 2.0 or better. Once admitted to Westfield State College, the transfer student assumes a new cumulative average that is subject to academic policies established by the College.

COMMONWEALTH TRANSFER COMPACT

Throughout higher education in the Commonwealth of Massachusetts, an Associate Degree from any two year college signatory to the Commonwealth Transfer Compact is honored as a unit and is defined as the equivalent of 60 credit hours of undergraduate college level study including:

(A) 6 hours of English - communication
(B) 9 hours of behavioral - social sciences
(C) 9 hours of humanities - fine arts
(D) 9 hours of mathematics - sciences
(E) the remaining credits to be on a college level

Westfield State College honors this policy and will award, upon acceptance, the full number of credits earned while enrolled in the Associate Degree program.

COLLEGE LEVEL EXAMINATION PROGRAM (CLEP)

A student enrolled in a Westfield State degree program may be awarded a maximum of 60 semester hours of credit on the basis of College Level Examination Program (CLEP) test scores. No credit may be gained for passing a CLEP examination in cases where the student has already earned credit or course completion for the same subject area covered by the examination.

GENERAL EXAMINATION

Credit based on the CLEP General Examination will be granted to individuals who have attained a score at least equivalent to the 50 percentile of national norms established on college Sophomores and published by the College Entrance Examination Board.

General Examination	*Westfield S. C. Common Core Requirement Satisfied*	*Semester Hours*
English Comp.	English Comp.	6
Humanities	Literature, Art, or Music	6
Math/Natural Science	Math/Natural Science	9
Social Science	Social Science	6

Credits based on the CLEP Subject Examination will be granted to individuals who earn scores at or above the mean scores earned by students who participated in the national norm sample.

Westfield State College reserves the right to grant credit for only one test if there is an overlap in a General and Subject Examination.

The English Department may, at its discretion, require an acceptable writing sample before granting credit for English Composition.

Each individual department will determine whether credit from a Subject Examination will be granted within the major or an elective area.

Students will take the CLEP General Examinations prior to the completion of their first year at Westfield State College. Students will take the special examination prior to enrollment in the course which is equivalent to the special examination. In no case shall a student be granted CLEP credit if the student has completed, or is in the process of completing the course. (That is, CLEP cannot be substituted for completion of the course requirements.)

The appropriate standing committee of the Curriculum Committee shall annually review the results of CLEP examinations with a view towards identifying the courses which a majority of students "test out of", so that the courses may be "upgraded" in order that they do not duplicate high school preparation.

READMISSION

Application for readmission must be filed by June 1 for the first semester and December 1 for second semester readmission.

A student who is dropped from Westfield State College because of academic failure may apply for readmission after he has taken successfully at another accredited college enough courses in an approved program to raise his cumulative quality point average to the level required of members of the class to which the student is to be assigned. The student must consult with the Director of Admissions for approval of a scholastic program which will be acceptable for readmission.

Students who are dropped more than once for academic failure may not be readmitted to Westfield State College.

FOREIGN STUDENT ADMISSION

Any foreign student seeking admission to the College must fulfill the same requirements established for freshmen or transfer students. The Test of English as a Foreign Language (TOEFL) also is required of each applicant. Information on this requirement can be obtained from either the College Entrance Examination Board or the Educational Testing Service. All applications for admission from foreign students must be received by January 1 for entrance the following September. No foreign applicants are eligible for admission in the January entrance period.

ADVANCED STANDING

Honor courses, programs of independent study, Advanced Placement, and College Level Examination programs (CLEP), advanced standing credit earned at another accredited institution of higher learning will be accepted at Westfield State College. Freshmen entering Westfield will be awarded CLEP credit for scores equivalent to at least the 50th percentile. Advanced Placement tests require a score of 3 or better.

ALTERNATIVES TO INDIVIDUAL DEVELOPMENT (Urban Education Program)

The State College system has developed a series of programs at each campus to insure the sons and daughters of minority groups and low income families of all races an equal opportunity for a college education.

Westfield State College's A.I.D. program is referred to as the Urban Education Program. This program begins in the summer with a mandatory six-week session.

During the summer session, students take courses in English, Math, Science and Reading (if necessary).

Once admitted to Westfield State College, students are allowed to proceed at the speed that they feel they can best succeed. A student may take as few as nine credits or as many as fifteen credits per semester. To help insure their success here at Westfield State College, each student is closely followed by his advisor. If necessary, tutors are also furnished upon request of the student or on the advice of the advisor.

Supportive services associated with this program include courses such as communication skills for students having difficulty in reading, comprehensive and study skills, English taught as a second language for bilingual students, intensive math and intensive English Composition for students lacking the necessary foundation to successfully complete the regular math and English Composition courses.

Students are required to attend all classes. Failure to attend classes will result in being dropped from the program.

FINANCIAL AID

Students in need of financial aid are instructed to consult with the Financial Aid Officer. The policy and criteria for the award and renewal of financial aid are as follows:

1. All students making satisfactory progress and having a definite need as determined by the Financial Aid Officer (utilizing the PCS/FAF of CSS) are eligible for financial aid.
2. Types and amounts of awards are determined largely by federal regulations and guidelines, due to the fact that most of the funds come from this source.
3. The emphasis is maximum assistance to the most needy students; however, all needy students are considered and usually receive some assistance.
4. Upperclassmen obtain all necessary forms from the Financial Aid Officer. Entering Freshmen obtain the Parents' Confidential Statement from their High School Guidance Counselor and other necessary forms from the Financial Aid Office.
5. Students re-apply each year and, if still eligible, receive awards commensurate with need and available funds. We cannot and do not promise a specific amount for each of the four years due to the uncertainty regarding the amount of federal funds and the lack of institutional scholarship money.
6. Parents' Confidential Statement forms must be completed and sent to the College Scholarship Service, Princeton, New Jersey. Financial Aid applications must be completed and sent to the Financial Aid Officer, Westfield State College, by March 1. STUDENTS MUST REAPPLY FOR FINANCIAL AID EACH YEAR.

There are six (6) basic Financial Aid Programs through the College:

1. **College Work-Study:** Students may work up to 20 hours per week during the school year, and 40 hours per week during vacations, and/or summer. Usually students work about 7 hours per week and are paid every two weeks.
2. **Supplementary Educational Opportunity Grant:** This is an outright grant ranging from $200. - $1,500. per year. To qualify, a student must be in extreme need.
3. **Basic Educational Opportunity Grant:** This is also an outright grant usually ranging from $50. - $1,400. Students must submit a separate application for this program. All students applying for financial aid MUST apply for this program. All undergraduate students are eligible to apply.
4. **National Direct Student Loans:** This is a 3% simple interest loan based on computed financial need. May borrow up to $2,500. for the first two years or $5,000. total for undergraduate study. No interest is charged or payment due until nine (9) months after leaving college. Students may cancel up to 100% of the loan plus interest for full-time teaching of the handicapped or in the Headstart Program. Also, 50% plus interest can be canceled for four (4) years (12-1/2% per year) of military service in a combat area.

5. **H.E.L.P. (Guaranteed Insured Loan Plan):** This type of loan is available through many local banks. The Federal Government pays the interest while the student is in school; however, the entire loan must be repaid at 7% simple interest starting when students terminate their education. Undergraduates may borrow up to $2,500. per year. The parents' adjusted income must be $15,000. or less for the interest to be paid while the student is in school. H.E.L.P. loans are considered as financial aid when the college establishes a financial aid package for the student.

6. **Scholarships:** There are a few scholarships from the college. Students with high academic standing and/or college and community service should contact the Financial Aid Office for information on available scholarships.

Each year Student Senate awards two (2) one hundred dollar ($100.) scholarships to each of the four classes. Seniors selected must be accepted for graduate school. This organization has also set aside a sum of money which allows students to request a small loan for emergency purposes free of charge.

Many students attending the College receive scholarships and/or financial aid from sources other than Westfield State College. Social Security, Rehabilitation, ADFC benefits would be included in the above. The following are other sources of outside aid:

Massachusetts Board of Higher Education Scholarships: Awards are based primarily on financial need. Applications for entering Freshmen are obtained in the Fall of the Senior year from the High School Guidance Department. Applications for Westfield State College students are obtained in the Fall from the Financial Aid Officer for the following school year. Scholarships are $300. per year. All students applying for financial aid *must* apply for the B.H.E. scholarship.

Horace Smith Scholarships: Applications may be obtained from the Horace Smith Foundation in the SIS Building in Springfield, Mass. in the Spring. Deadline for submitting applications is June 15 for college students and July 1 for high school seniors. Scholarships consist of loans and grants to graduates of Hampden County High Schools. Loans are similar to NDSL except there are no cancellation features.

James Z. Naurison Scholarships: Applications are available in the Spring of each year either from the Third National Bank of Hampden County in Springfield or the Financial Aid Office. Students applying for financial aid are expected to apply for this scholarship if eligible. Only residents of Hampden, Hampshire, Berkshire, Franklin Counties or Enfield/Suffield, Conn. are eligible to apply. Deadline for application is May 1.

All Outside Aid Should Be Reported Immediately to the Financial Aid Officer.

Financial Aid is awarded, based on comparative computed need. We do not discriminate *for* or *against* any student or group based on race, color, creed, national origin, age or sex.

Note: The following scholarship Committee guidelines govern the awarding of financial aid to students owning and/or operating motor vehicles on campus. *COMMUTING STUDENTS:* May have a car if commuting from home and still be eligible for financial aid. *DORMITORY STUDENTS:* May *not* have a car and be eligible for financial aid.

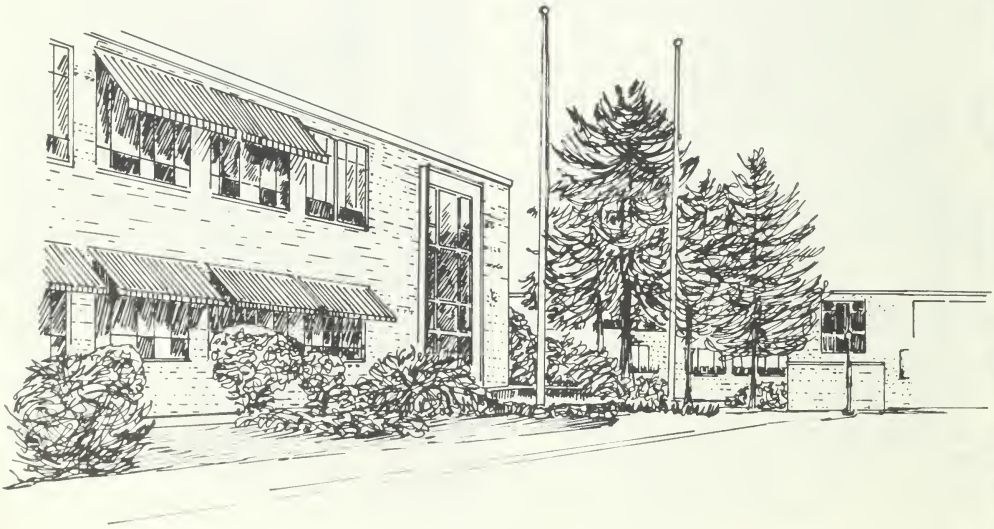
EXCEPTIONS:

A. Student teachers may have a car during the period of student teaching *only* if it is *necessary* for commuting to the school of assignment.

B. Students with unusual situations approved by the Financial Aid Officer may have a car during the period of emergency *only*.

1976-1977 School Year
SCHEDULE OF TUITION AND FEES

	Per Semester	Per Year
Tuition: In-State	$250.00	$ 500.00
Tuition: Out-of-State	600.00	1,200.00
Room Rent:		
Apartments	475.00	950.00
Scanlon Hall	340.00	680.00
Dickinson Hall	340.00	680.00
Davis Hall	340.00	680.00
Lammers Hall	425.00	850.00
Board	250.00	500.00
Reserve for Room Damage		50.00
Student Activity Fee	19.50	39.00
Student Union Fee	10.00	20.00
Library Development Fee	5.00	10.00
Athletic Fee	17.50	35.00
Health Fee	5.00	10.00
Placement Service Fee (Seniors Only)		5.00
Books and Supplies (Approx.)		180.00
Educational Services	5.00	10.00
Insurance (Approx.) (Once only)		64.00
Freshman Orientation (Once Only)		18.00
Transfer Orientation (Once Only)		2.00



ACADEMIC POLICIES

ACADEMIC ADVISING: All students will be provided academic advising regarding their academic program. This advising includes:

1. A suitable major program, minors and any changes in program of study.
2. Registration, semester by semester.
3. Assistance with individual courses.
4. Academic achievement, including honors programs.
5. Total number of graduation credits accrued.

To advise students, the College relies on:

1. The Department Chairpersons.
2. Individual instructors, course by course.
3. Selected members of the faculty.
4. Members of the Student Personnel Department.
5. The Coordinator of Academic Advisement.

The Chairpersons of major departments are responsible for the advising of students, for the selection of a suitable major, change of major, and registration. Designated members of the faculty assist the chairperson with this duty. Individual instructors assist those who require advising and those who are failures and near failure. All Chairpersons advise on the selection of suitable core courses and electives.

The Coordinator of Academic Advisement is responsible for coordinating the advisement of undeclared majors through a program of volunteer advisors from among faculty in various disciplines, and for general coordination of the academic counseling program. In the latter responsibility, as a faculty assistant to the Academic Dean, the Coordinator assists students in the resolution of new and unusual academic advisement problems resulting from unanticipated changes in academic policies or from extraordinary circumstances.

FACULTY CONFERENCE POLICY: To assist students with academic and/or personal matters, the following procedures are followed:

1. All faculty schedule one (1) conference hour for each section they teach. These conference hours are used to further the educational and professional development of students.
2. All members of the faculty should arrange a conference for those students to whom they have given a mid-semester warning or a grade below 2.0 at the end of the semester.
3. Problems regarding academic changes are referred to appropriate Department Chairpersons and, under special circumstances, to the Coordinator of Academic Advisement. (See Academic Advising)
4. The Chairpersons of Departments provide educational and personal counseling for those freshmen enrolled in the majors.
5. The members of the Student Personnel Department are responsible for personal, educational, and vocational counseling.
6. The academic counseling of transfer students is the responsibility of the Director of Admissions and, thereafter, of selected chairpersons of academic disciplines to which the transfer student has been assigned.

ATTENDANCE REGULATIONS: The student classroom attendance regulations shall be determined individually by each member of the faculty who is responsible and accountable for stating these regulations clearly in writing at the beginning of each course of instruction.

CERTIFICATION: All graduates who satisfactorily complete the college-approved programs for teaching are recommended by the College's Department of Education for certification by the Commonwealth of Massachusetts, Department of Education. At the time of graduation, the

successful candidates will receive their certification either in elementary or secondary education, or in elementary-special education.

REQUIREMENTS FOR STUDENT TEACHING: Students applying for student teaching must have an overall minimum cumulative average of 2.5 or better in Educational studies.

CLASS CANCELLATIONS: In the event of inclement weather, classes may be cancelled. The announcements of such cancellations are made regularly by the area radio and television stations. School closings are usually announced early in the day.

ACADEMIC APPEALS COMMITTEE — GUIDELINES FOR DEPARTMENTS, FACULTY, AND STUDENTS:

1. The Academic Appeals Committee consists of three (3) faculty members and one (1) alternate, all elected by the faculty.
2. The Committee considers all academic appeals, including questions of academic standing and grading.
3. Appeals must be submitted on the correct form (available in the Office of the Academic Dean). Appeals must follow the established channels, from the individual professor, to the department chairperson, and finally to the Committee.
4. The Committee will only consider appeals of grading if the student can demonstrate that a clerical error was made by the professor, if the grading system differed from that in the course outline (or the description provided by the professor), or if the student accuses the professor of prejudice against the student.
5. The Committee holds hearings, with the student and the professor allowed time to explain the situation.
6. The academic freedom of the professor is not to be threatened in any way. A grade cannot be changed by the department chairperson, by the Academic Dean, or by the Committee. After consideration, the Committee may recommend that a professor change a grade. The Committee may order that a notation be placed on the student's transcript, indicating that the Committee determined that the grade did not reflect the student's performance. In case of continuous or flagrant problems, the Committee may direct the Academic Dean to place an indication to that effect in the professor's personnel file. Presumably, that might adversely effect personnel actions.
7. When an appeal is submitted to the Department Chairperson, he/she is to bring it to the entire department for consideration. The department should ascertain that the professor's stated grading procedures have been followed, that no clerical error has been made, and in the event that prejudice is claimed by the student, the department should determine if evidence exists. If the question is grading of a paper or an examination, the department might wish to examine the paper or exam. The professor might wish to submit other papers or exams for comparison, if he/she thinks that such comparison would demonstrate the accuracy of the grade.
8. The decisions of the Committee will be forwarded to the student, to the professor, and to the Academic Dean. The Academic Dean will implement the decision of the Committee.

(THESE PROCEDURES HAVE BEEN APPROVED BY THE COMMITTEE, BY STUDENT SENATE LEADERS AT INFORMAL MEETINGS WITH THE COMMITTEE, AND BY THE ACADEMIC DEAN.)

AAUP STATEMENT ON PROFESSIONAL ETHICS (1966): As a teacher, the professor encourages the free pursuit of learning in his students. He holds before them the best scholarly standards of his discipline. He demonstrates respect for the student as an individual, and adheres to his proper role as intellectual guide and counselor. He makes every reasonable effort to foster honest academic conduct and to assure that his evaluation of students reflects their true merit.

AAUP STATEMENT ON RIGHTS AND FREEDOMS OF STUDENTS (1967): Students should have protection through orderly procedures against prejudicial or capricious academic evaluation. At the same time, they are responsible for maintaining standards of academic performance established for each course in which they are enrolled.

AAUP STATEMENT ON FREEDOM AND RESPONSIBILITY (1970): Evaluation of students and the award of credit must be based on academic performance professionally judged, and not on matters irrelevant to that performance, whether personality, race, religion, degree of political activism, or personal beliefs.

COMMITTEE ON COURSE AND STANDING: The Committee on Course and Standing is the review committee for all cases of variation from the usual policy and procedure. It is the Committee of Appeal. The Registrar chairs the

Committee and the Committee membership includes the Director of Admissions, the Associate Dean of Students, the Associate Director of Continuing Studies, and two faculty members. When a case is referred to the Committee on Course and Standing, the Registrar seeks the recommendations of the chairman involved. The Committee will meet as frequently as the case load dictates. The recommendations of the Committee will be forwarded to the President of the College. Students are informed after the President of the College has reviewed the Committee's recommendations. Students are advised to deliver their written requests to the Registrar.

EXCHANGE PROGRAM: The Exchange Program provides an opportunity for selected Sophomores and Juniors to take their Spring semester at another college. Occasionally, Seniors have been included in a Fall exchange. The exchange is a direct one, in that our students pay all fees at Westfield State College just as though they were still here. Student Senate, through its Activity Fee, underwrites a portion of the transportation charges.

The exchange is now being carried out with the University of Alaska, College, Alaska; Arkansas Polytechnic, Russellville, Arkansas; Delta State University, Cleveland, Mississippi; East Central State College, Ada, Oklahoma; and the University of Wisconsin, Platteville, Wisconsin.

Selections for the Program are made by a selection committee composed of students from the Sophomore, Junior and Senior classes and appointees of Student Senate. Students who apply must have a 2.5 cum average. Information about the program may be obtained from the Office of Associate Dean of Students — P-216.

JUNIOR YEAR ABROAD: This is a program of study in the student's discipline in a recognized foreign university for an academic year. It is open to Juniors only. A maximum of thirty credits can be attained. Mr. P. I. Mathew is the advisor of this program. Countries from Europe, the Middle East, Latin America, and Africa are included.

HONORS

DEAN'S LIST: In order to be cited by the Registrar for academic honors known as the Dean's List, a student must have:

1. An average of "B+" (3.3) or above during the semester.
2. No grades below "C" (2.0).
3. A program of at least 12 semester hours.

GRADUATION HONORS:

Cum Laude	3.30 to 3.59
Magna Cum Laude	3.60 to 3.79
Summa Cum Laude	3.80 or better

Students eligible for graduation honors must have attended Westfield State College for a minimum of two (2) years (60 credit hours).

All transfer students in order to qualify for graduation honors must have all their collegiate academic credits computed to determine their cumulative quality point average.

HONORS PROGRAM: The Westfield State College Honors Program is a student-professor pursuit of excellence. It aims to provide the interested and qualified student an avenue of advancing in his major field as far as his ability and enthusiasm will allow. The program continues through Junior and Senior years. Sophomores having at least a 3.3 average in their major field and at least 2.0 grade in all other individual subjects may apply for admission. As early as possible in the second semester, Sophomores desirous of taking advantage of the Honors Program should confer with the major department chairperson or with the program director. The program is open to all qualified students, both B.S.E. and A.B. Sophomores.

TEACHER COMPETENCY AWARD: Students who have earned a 4.0 for student teaching are given the Teacher Competency Award.

WISDOM AND MERIT AWARD: Each year the Executive Committee of the Senior Class and the members of the Student Personnel Department select outstanding members of the Senior Class to receive the Westfield State College Wisdom and Merit Award. To be eligible, Seniors not only achieve academically, but also assist their class and the College in significant ways. The award carries the distinction of a permanent record on the official college transcript.

IDENTIFICATION CARDS

All students are required to have college identification cards. I.D.'s are used for admission to many extra-curricular activities, such as athletic events, dances, and plays.

If you lose your I.D. card, it will cost you $1.00 to replace it. You can call Ext. 287 and make an appointment to have your picture retaken. Monday through Friday, from 9 AM — 5 PM are times when this is done. Your I.D. service is located in the Student Union Building, Room E-146.

Students withdrawing from college are requested to turn in their I.D. card to the Assistant Dean of Students.

The change of status from commuter to dormitory students or vice-versa will require a change of I.D.

ORIENTATION

Freshman Days: A three-day period of Orientation for Freshmen is held on campus prior to the opening of school in September. The program is held in two separate sessions during the last two weeks of August. One-half of the Freshmen attend each session. All students stay in the dormitories during this program.

The program is designed to help students become acquainted with the Westfield State College campus, campus leaders, fellow classmates, faculty, and administrative staff. Many topics will be discussed, social activities will be enjoyed, and all formal admission procedures will be completed.

Freshmen Group Leaders: Group Leaders are selected from interested students by an Executive Board of returning Group Leaders to assist with Freshmen Orientation and to aid Freshmen during the school year.

Transfer Students and Returnees: A day of Orientation for transfer students and returnees is held during the week preceding the official opening of College. The program consists of an assembly which serves as an introduction to the campus, meetings with major advisors, I.D. photos, the purchase of books and supplies, and a buffet luncheon.

PROCEDURES FOR PROGRAM CHANGES

PROCEDURE FOR CHANGING A COURSE: All course of instruction changes (changes out of and into courses) originate with the Department Chairperson who will discuss the proposed change and counsel the student accordingly.

When a student wishes to initiate a change(s), he should secure the form from the Registrar. If the change is approved and signed by the student's Department Chairperson, his advisor, and the instructor of the course, the student must then retrieve his original class admittance card and return both forms to the Registrar's office.

If the Registrar then approves the course change, the student must then procure a class admittance card from the Data Processing Department.

ALL COURSE CHANGES MUST TAKE PLACE WITHIN TWO (2) WEEKS AFTER THE START OF CLASSES.

The official notification of all course changes will come from the Registrar.

When a student wishes to add a course to his program, he or she also follows the procedure outlined above for changing a course.

Please read your class admittance card for further directions.

GRADE CHANGES: When an instructor wishes to change a course grade, he or she must obtain the form from the Registrar, fill in the necessary information, and return it to the Registrar.

The Registrar records all course grades and he is the only College official who may change a grade already recorded in his office.

In addition to the request of an instructor, a grade may be changed by the Registrar when it is clear that a clerical error has been made.

PROCEDURE FOR CHANGING AN ACADEMIC MAJOR: A student must discuss any proposed change of his/her academic major with the appropriate Department Chairperson. He/she must also discuss the proposed change with the Chairperson of his/her present department. If, after thorough discussion and counseling, the student wishes to proceed with the proposed change, he/she must obtain the appropriate form from the Registrar and have it signed by the Chairperson of both Departments involved. The form must then be returned to the Registrar's Office.

PROCEDURE FOR WITHDRAWING (DROPPING) FROM A COURSE WITHOUT "FAILURE": A student who withdraws from a course of instruction during the first eight (8) weeks of each semester from a fifteen (15) weeks course and during the first four (4) weeks of an eight (8) weeks course will receive a "W" signifying he/she has withdrawn.

The Registrar must authorize all course withdrawals. First, the student obtains the drop from the Registrar and then arranges to have the drop approved by his/her major advisor or his/her major Department Chairperson. THE STUDENT RETRIEVES HIS CLASS ADMISSION CARD FROM HIS INSTRUCTOR AND MAKES CERTAIN HE HAS IT SIGNED. He/she then returns both cards to the Registrar.

POLICY ON REPORTING GRADES AFTER EIGHT (8) WEEKS: There is no withdrawal from a course permitted after the end of the eighth week of a fifteen (15) weeks course or after the end of the fourth week of an eight (8) weeks course.

All grades reported after eight weeks (or the fourth week in an eight weeks course) shall be a specific letter grade, including "F" (failure). All such grades will be figured into the numerical average.

PROCEDURE TO CHANGE A SECTION: ONLY THE REGISTRAR CAN MAKE A CHANGE IN A SECTION. All such requests will be judged on their relative merit and the class size of the sections involved. **ALL SECTION CHANGES WILL BE MADE DURING THE FIRST TWO (2) WEEKS OF CLASSES.

**The student obtains a section change card and must obtain the signature of the instructor teaching the new section and the Chairperson of the Department wherein the course lies. Once this is done, the student returns his original class admittance card, signed by the instructor, to the Registrar's Office and obtains a new one.

SCHOLASTIC REQUIREMENTS

ACADEMIC STANDING: All quality points are cumulative.

A student must maintain a ratio of 1.5 for all of the Freshman year.

A student must maintain a ratio of 1.75 for all of the Freshman and all of the Sophomore years combined.

A student must maintain a ratio of 2.0 for all of the Freshman, Sophomore, and Junior years combined.

A student must maintain a ratio of 2.0 for all of the Freshman, Sophomore, Junior, and Senior years combined. Those below a cumulative 2.0 at the end of the Senior year are not eligible to graduate.

All students who fail to achieve the required cumulative quality point average at the end of each academic year will be dropped from the College.

For Purposes of College Classification:

— A FRESHMAN is one who has not completed 30 credits.
— A SOPHOMORE is one who has completed 30 credits but not 60 credits.
— A JUNIOR is one who has completed 60 credits but not 90 credits.
— A SENIOR is one who has completed 90 credits.

For Purposes of Retention in College:

— A student who has TAKEN 36 credits or less must have achieved a 1.50 cumulative average.
— A student who has TAKEN 37 credits but not more than 60 credits must have achieved a 1.75 cumulative average.
— A student who has TAKEN 61 or more credits must have achieved a 2.00 cumulative average.

SPECIAL STUDENTS: Special students are those students accepted as non-matriculants AND those who have taken 120 hours of credit.

TRANSFER STUDENTS: Transfer students are those who have attended a college other than Westfield State College and completed credits acceptable toward a degree at Westfield State College. Transferees are classified according to the category they fit based upon the number of credits that were accepted toward their degree requirements at Westfield State College.

Any and all cumulative point averages earned at other institutions prior to acceptance to Westfield State College *do not* reflect in a student's statistical average while at this institution.

The one exception to this rule applies in consideration of a student graduating with honors. In these cases, a student's four-year record will be judged and will include all institutions attended. A student must have attended Westfield State College for a minimum of two years in order to be eligible for graduation honors.

ACADEMIC LOAD: The customary load is fifteen (15) hours. This permits a student to complete the academic programs in four (4) years. Students who wish to accelerate may carry up to eighteen (18) hours. Students who desire to take more than eighteen (18) hours must complete a form obtained from the Registrar. Only exceptional cases will merit consideration.

Twelve (12) hours a semester is a minimal full load. Those students who limit themselves to less than twelve (12) hours a semester are not carrying a full load. Eighth semester Seniors are permitted exception to this rule.

The Day session courses are reserved for those students who register for a full load. In unusual circumstances, exceptions are allowed by the offices of the Director of Admissions and/or the Registrar.

Day session students who choose, with the advice and consent of their advisors and instructors, to reduce their program below the prescribed full load will change their registration from Day to Continuing Studies and pay the additional appropriate fees. Part-time students lose their eligibility for dormitory space and cannot represent the College in co-curricular activities. In such an event, the change will be effected immediately.

ACADEMIC PROBATION: Academic probation occurs when the cumulative quality point average is too low for retention. A warning issued by the Registrar states that one more semester is being allowed for improvement to the mandatory level.

Students who are unable to reach the stated minimum cumulative average will be dismissed at the end of a school year.

No student is allowed more than two semesters on academic probation.

COLLEGE DISMISSAL:

1. A student must be dropped from the College at the end of the first semester of the freshman year if he/she falls below 1.0.
2. If a student receives failing grades (F) in three or more courses, he/she will be subject to dismissal at the end of any semester.
3. A student may be required to withdraw upon notification of his/her third non-consecutive probation-level semester.
4. A student who falls below the required cumulative average to remain in College is subject to dismissal in May of that year.

COCURRICULAR ELIGIBILITY: All students are entitled to eight semesters, summers excluded, of cocurricular eligibility. If a student requires more than four years (8 semesters) to be graduated from Westfield State College, he/she is no longer eligible for any semester of cocurricular activity in excess of eight.

Transfer students' cocurricular eligibility will be determined on the basis of their class status upon admission — Sophomores, six semesters; Juniors, four semesters; Seniors, two semesters.

EXAMINATIONS AND FINALS: All students in all subjects are required to take all examinations at the time and place called by the instructor. A final examination schedule is posted each semester.

All accounts with the College must be clear before a student is allowed to take any final examination. This includes all fees, such as: board, tuition, library fines, Student Senate loans, physical education fees, traffic fines, etc.

All agencies should inform the Registrar one week prior to the close of the semester (December and May) of those who are delinquent. All agencies should notify their delinquents, in writing, on a regular basis, such as weekly or monthly.

A final examination is part of every course and must be completed by all registrants of a course unless it is physically impossible for them to attend. When a student misses the final examination, but has met all the other requirements of the course, the *Incomplete* grade is assigned. *Incomplete* becomes an *F* unless it is made up within four weeks after the start of the new semester. *It is the student's responsibility to contact his/her instructor and arrange to take a substitute examination for the missed final.*

All students are to take each and every examination at the time and place assigned. If a student does not meet the requirements, the instructor may offer a "make-up" examination.

At the discretion of the individual instructor:

1. Seniors maintaining a grade level of *A* are not required to take final examinations.
2. Juniors maintaining a grade level of *A* are excused from final examinations.

GRADES: The State Colleges, Westfield included, use a quality point system of:

A	— 4.0	C	— 2.0
A−	— 3.7	C−	— 1.7
B+	— 3.3	D+	— 1.3
B	— 3.0	D	— 1.0
B−	— 2.7	F	— 0.0
C+	— 2.3		

INCOMPLETE GRADES: The grade of incomplete (I) is to be assigned according to State Policy only if at least 80% of the course work has been completed at the time of discontinuance. Further, Westfield policy states that the grade of *I* is to be assigned only to the relatively few students per term who have valid, approved reasons for their inability to complete the course on time. *I* is not assigned to a potential *FAILURE*.

The grade of *I* is not to be assigned unless accompanied by a written statement indicating the specific reason and the plan for the work to be completed. Extension time may be granted upon request made by the instructor to the Registrar.

Please Note: *I* (incomplete) becomes a failure unless satisfactorily completed during the first four weeks of the new semester. It is the student's responsibility to see that the necessary work is made up.

QUALITY POINT SYSTEM: The cumulative quality point average is computed at the end of each semester.

The determination of quality points is made at the end of each college year. The points scored in all courses are averaged. The number of quality points which a student receives in a course is determined by multiplying the total number of semester hours in the course by the corresponding number of quality points, e.g., a six-semester hour course with a rating of "4" has a value of 24 quality points. The average is computed by dividing the total number of quality points by the total number of semester hours.

Grades of "F" can never be removed, but the subjects in which they have been received may be repeated and passed, or, in the case of electives, other approved courses must be taken and passed either in approved Summer Sessions, or when possible during the regular college year.

READMISSION: The readmission process for a student dropped from Westfield State College because of academic failure is the following: A student who is dropped from Westfield State

College because of academic failure may apply for readmission after he has taken successfully at an acceptable college enough courses in an approved program to raise his cumulative quality point average to the level required of the members of the class to which the student is to be assigned. The student must consult with the Director of Admissions for written approval of a scholastic program which will be acceptable for readmission. Any course completed without prior written approval by the Director of Admissions may not be credited toward readmission.

The student's class level determination will be made by the Director of Admissions. This judgment will be based on the number of credits the student has achieved in the curriculum required for his degree.

A student has credit for all courses for which he did not receive a failing grade. However, grades of "D" will not be accepted from a transcript that shows a total cum of less than 2.0.

Acceptable colleges are accredited colleges and/or community colleges of the Commonwealth of Massachusetts.

Students who are dropped more than once for academic failure may not be readmitted to Westfield State College.

A failing student must remain off campus for one academic semester.

Students who withdraw are usually subject to these readmission requirements.

TRANSCRIPT REQUEST PROCEDURE: The first copy of the transcript is supplied at no cost. Transcripts are issued by the Registrar when the student completes the written request form and pays the one dollar ($1.00) fee. Telephone requests are *not* accepted. Official copies are not issued to students or graduates.

TUTORING PROGRAM: Tutoring assistance is available for students requiring help. Students should contact their advisor or the members of the Student Personnel Department.

PROCEDURE TO WITHDRAW FROM COLLEGE: When a student withdraws from college, the following procedure should be completed:

1. Pick up a Clearance Form from the Office of the Associate Dean of Students (P-216).
2. Check with the Bursar on financial standing with the College.
3. Clear with Assistant Dean of Students, Financial Aid Officer, Library, Physical Education Department, and the Registrar — and receive the required signatures on the Clearance Form.
4. Return completed Clearance Form to the Registrar's Office.
5. Complete a Withdrawal Form in the Registrar's Office.

A withdrawal grade of WP (Withdraw Passing) or WF (Withdraw Failing) will be obtained for each course in which the student was enrolled. These grades will be posted on the student's transcript card but not computed in his/her cumulative average. Any student receiving three (3) or more WF's is ineligible to return the following semester.

REVISED GRADUATION POLICY

All students wishing to graduate at the end of the spring semester must make *formal application* for graduation at the Registrar's Office by *APRIL 1*. Students wishing to graduate in August must make *formal application* by *JULY 1. THIS APPLICATION IS IN ADDITION TO THE FILING OF A DIPLOMA NAME CARD DURING EARLIER REGISTRATIONS.*

If such formal application is not completed by the deadline, students will neither participate in graduation ceremonies nor receive their degrees until the following graduation.

It is the responsibility of each senior student to provide the Registrar with information and transcripts concerning all course work completed somewhere other than in the Westfield State College day division.

DIVISION OF GRADUATE STUDIES AND CONTINUING EDUCATION

Course Offerings: The Division of Graduate Studies and Continuing Education offers courses at both the graduate and undergraduate level. Classes are scheduled during the day and evening hours, and students may enroll on a part-time or full-time basis, taking courses winter, summer or fall, depending on their needs.

Cross Registration: During the regular academic year, full-time undergraduate students who carry at least twelve (12) semester hour credits, but less than eighteen (18) semester hour credits may, with the written permission of the advisor and/or department chairperson, enroll in courses offered by the Division of Continuing Education on a space available basis.

For such courses, full-time students pay the Division of Continuing Education at the full-time tuition rate, namely $10.00 per semester hour credit. If the academic load in the regular day division drops below twelve (12) semester hour credits, the students are obligated to pay tuition for continuing education classes at the regular rate of tuition of $25.00 per semester hour credit. Unless special permission is granted by the Academic Dean, the total academic load of a full-time undergraduate student cannot exceed eighteen (18) semester hour credits.

Full-time undergraduate students who enroll in courses offered through the Division of Continuing Education must register in the Continuing Education Office in order to be officially enrolled. They will be subject to all of the rules and regulations of the Division.

Permission to Enroll in Graduate Courses: By special permission, advanced undergraduate students may enroll in graduate classes. Credit earned can be applied to the baccalaureate degree or, if not needed for the baccalaureate degree, can be credited as graduate study.

Degree Programs: The Division of Graduate Studies and Continuing Education offers courses leading to the Bachelor's degree, Master's degree, and Certificate of Advanced Graduate Study. Further information about each of these programs may be obtained by contacting the Graduate Studies and Continuing Education Office, Rm. P-109, Parenzo Hall, Westfield State College.

THE STUDENT

OFFICE OF STUDENT PERSONNEL

The Student Personnel staff is dedicated to individual student development, learning, and growth and, therefore, each Student Personnel Staff member is primarily responsible for facilitating these goals and for contributing to the entire academic community by:

1) Initiating desirable change;
2) Anticipating a variety of student needs;
3) Serving on a variety of College Committees;
4) Implementing programs and projects.

Student Personnel objectives are to work cooperatively with students, faculty, administrators, and service-support personnel in:

A) Establishing a commitment to serve others through volunteer service to the off-campus community; that is, helping community members do well what *they* feel is necessary to help them.

B) Developing an individualized and group approach to career planning and development for students.

C) Developing basic data regarding students at Westfield State College by survey or other means to determine better their needs for the improvement of student learning and personal growth.

D) Helping students deal more effectively with personal and social problems through counseling and other approaches.

E) Helping individual students and groups of students to utilize good decision-making processes (determining what information is necessary for sound decisions and how to get it; considering alternatives and consequences of various alternatives; making the decision, evaluating objectively the results of the decision; accepting responsibility for the results of the decision).

F) Providing an atmosphere and machinery on campus which assures the rights of each individual are respected and that each individual accepts responsibility for his actions.

G) Providing an atmosphere and situation on campus for students which is healthy and safe so that individual student energies and group energies can be devoted to creative learning and creative service to others.

H) Providing student services to enable student life on campus to run smoothly and permit students to become involved in those areas which will contribute most to their learning and personal growth.

I) As administrators, Student Personnel Staff plan, develop, research, and budget for the changing needs of the college student. They initiate as well as provide channels for effective change to be implemented.

COOPERATING COLLEGES OF GREATER SPRINGFIELD (CCGS)

Westfield State belongs to a consortium of eight of the area's finest public and private institutions which has been specifically designed to enhance the educational experience through the use of cooperative programs. Known as the Cooperating Colleges of Greater Springfield (CCGS), the other member colleges are American International College, Bay Path Junior College, College of Our Lady of the Elms, Holyoke Community College, Springfield College, Springfield Technical Community College and Western New England College.

An agreement concluded by the Presidents of the eight member institutions makes it possible for a student interested in a course which is not offered at his own college to take it without an additional fee at any of the other seven colleges. His tuition fees at his own college will give him free access to any course at the other seven institutions of the C.C.G.S.

This expansion of the cooperative program, which already included use of library facilities, is evidence of the spirit of cooperation which has guided the C.C.G.S. since its establishment in 1971.

COLLEGE ACADEMIC PROGRAM SHARING (CAPS)

CAPS is a program designed to provide State College System students the opportunity to study at another College within the System in order to add a different or specialized dimension to their undergraduate studies. A semester or more on a different State College campus than the student's home college will afford the student who participates the chance to broaden his or her educational experience with a wider range of newly available faculty and courses. Through CAPS, a student may take from 3 to 30 semester hours of college credit at another State College without going through formal registration procedures and without a formal transfer credit approval process.

HOUSING

On Campus — Approximately fifty percent of the student body resides on campus in one of five dormitories — two female, one male, two coed.

Each Residence Hall has an elected Dormitory Council which is the governing body within the Residence Hall. It provides leadership and develops policies for the Residence Hall consistent with overall College policies.

Dormitory Directors and assistants, housekeepers, and security staff provide various student services. In addition, undergraduate Resident Advisors are employed by the College to assist in making dormitory and college life more rewarding and pleasant.

Off Campus — The College maintains a listing of available off-campus housing in the Ely Bldg., Rm. 147 and assists students in finding roommates and housing. The College Mini-Bus also provides transportation between many off-campus housing locations and the campus.

The College does not evaluate the off-campus housing available and is not party to any arrangements made between a student and a local landlord.

HEALTH SERVICES

Health Services are under the supervision of the Associate Dean of Students and are available to all students enrolled at the College. Any employee may also utilize these services.

The infirmary is located in the East Wing of Scanlon Hall with access from the Parenzo Parking Lot. Twenty-four hour coverage is provided during the school year with beds for nine students available for overnight treatment.

A College Physician is on duty every day classes are in session from 9:00 A.M. to 11:00 A.M. He provides treatment for minor ailments and referrals on other problems. A working arrangement has been developed with several gynecologists in the area to provide services to female students.

Persons requiring emergency treatment, day or night, are transported to Noble Hospital by ambulance or by Campus Security Personnel.

DINING FACILITIES

All resident students except Apartment residents are required to participate in the Board Plan which provides 19 meals per week during the academic semesters in Scanlon Dining Hall.

Commuting students and Apartment residents may purchase the same Board Plan.

Bates Cafeteria offers breakfast, a hot lunch, sandwiches and snacks on an a la carte basis Monday through Friday.

Sandwiches and snacks may be purchased at the Student Union Snack Bar every day until 11:00 P.M.

VETERANS SERVICES

The Veterans' Affairs Office at Westfield State College stresses an individual approach to the veteran's problems, concerns and needs. The relatively small size of the student body enables us to provide answers and take action more quickly than on a large campus. The veteran is entitled to various benefits and Westfield State College wants to see that you receive them.

The Veterans' Affair Office performs these services:

1. explanation of all benefits to which you are entitled.
2. follow-up on claims with the Veterans Administration.
3. provides a counseling service for day and evening students.
4. makes available several work-study grants in which a veteran may work from 100 to 250 hours per semester and receive between $250 — $625.

The veteran is entitled to:

1. tuition-free education at any state college if you are a Massachusetts veteran.
2. financial aid in the form of scholarships, loans, federal funds, and work-study programs. In addition, direct loans from the Veterans Administration of up to $600 per academic year are available.
3. tutorial assistance of a monthly rate of $60 to a total of $720.
4. college credit for service schools attended while on active duty.

COUNSELING

The Westfield State College Counseling Service is sponsored by the Psychology Department. Its major function is to meet the personal needs of the students. These needs include such concerns as vocational choice, feelings of depression, inability to relate to others, inability to be assertive, dating and changing sex roles. In sum, the service aims at helping students deal with any problems that may be hindering their development as a person.

The major approaches used in working with students center around individual and group counseling. These sessions typically last an hour to an hour and a half per week. In addition, the counseling service recently established a limited family counseling program whereby the

student and his family may be seen together. This is particularly appropriate when certain problems and obstacles to a student's growth are part of his family context. All information is regarded as confidential.

A student may come to the Counseling Service through one of several ways. He may walk in on his own and ask for an appointment. He may be referred by a fellow student, faculty member, Dean or other personnel. A student is not required to come for counseling for any specific period of time. The agreement to continue is a mutual one.

The Counseling Center is located in the Science Building Room C 114. The Director of Counseling is also in the Science Building, W 134. Appointments are typically made through the Director. Students are usually seen between 8 a.m. — 5 p.m., however exceptions are made.

S.E.C.S. is a Sex Education and Counseling Service available to Westfield State College Students. The purpose of this group is to dispense information to fellow students who have problems of questions related to sex, i.e., physiology of sex, abortion, venereal disease, methods of contraception, problem pregnancies, sexual identity, gay awareness, and community resources, such as where to go for pregnancy tests, pap smears, V.D. tests, etc.

S.E.C.S. makes information available to the student from fellow students in a variety of forms including films, rap sessions, debates and lectures.

In recognition of the fact that personal problems cannot be put on a schedule, the S.E.C.S. student counselors are "on-call" at *all times*, by phone, by a tap on the shoulder or by a visit to the Counseling Center on Monday through Thursday evenings between the hours of 7:00 to 9:00. The Counseling Center is located on the first floor in the Science Building in Room C114.

THE FAMILY EDUCATIONAL RIGHTS AND PRIVACY ACT

The Family Educational Rights and Privacy Act of 1974 which took effect on November 19, 1974, assures confidentiality of education records containing information directly related to a presently enrolled student, a former student or alumni.

The institution, according to the "Act" may make public "Directory Information" about a student e.g., name, address, date and place of birth, telephone listings, schools attended, degrees and awards received, major field of study, participation in officially recognized activities and sports, weight and height of members of athletic teams, and the most previous educational agency or institution, unless the student specifically requests in writing that his/her prior consent be obtained.

A request made by students to suppress from public distribution the above mentioned information are to be made in writing annually, no later than October 1 of the academic year for which the information is being made public.

Further information of the Family Educational Rights and Privacy Act of 1974 may be obtained from the Dean of Students.

EXCHANGE PROGRAM

Westfield State College has a student exchange program with several colleges in the United States. The program started thirteen years ago with East Central State College, Ada, Oklahoma and has expanded in recent years to also include the University of Alaska, Fairbanks, Alaska; Arkansas Polytechnic College, Russellville, Arkansas; Delta State University, Cleveland, Mississippi and the University of Wisconsin-Platteville, Platteville, Wisconsin.

The Program is primarily for Sophomores and Juniors and takes place in the second semester of the school year. The exchange is a direct one with all students paying their fees at their own institution. The only additional cost is a portion of the transportation charges. All students having a 2.5 minimum cum average are eligible to apply, with selections made by a committee composed of classmates.

COMMUNITY SERVICE PROGRAM

As a State institution supported by tax dollars, the College has a responsibility to fulfill its basic educational mission by providing opportunities for both in-class and out-of-class learning. It also has responsibilities to the community in which it is located. The Community Services Program is a significant endeavor in which the purposes of the College and the needs of the community coincide. CSP is a program of student volunteer services to community agencies in the Westfield area. Opportunities for out-of-class volunteer services can provide students with supplemental learning to the classroom, practical application of classroom learning, opportunities to explore new career and vocational interest, emotional satisfaction, increasing one's marketability, and opportunities to demonstrate one's ideas, develop self-discipline and experience growth.

Through the Student Personnel Department, the CSP maintains a liaison between students interested in volunteer service and community agencies. It counsels with students who wish to become involved, coordinates the contacts, maintains a file of community agencies and their requests for volunteers, develops general guidelines.

Anyone interested in the program should make use of the Service Request File maintained by the CSP located in Room E147 of the Student Union. The contact from the point of interest is then the responsibility of the individual who makes all necessary arrangements directly with community agencies. Every volunteer should recognize that the quality of involvement depends to a great extent on himself, and on his willingness to make a contribution. The College neither endorses nor disapproves of any agency. Each agency will interview interested volunteers and make its own determination on the volunteers.

ATHLETICS

Westfield State has a broad, top-quality program of intercollegiate athletics. A member of the National Collegiate Athletic Association (N.C.A.A.) Eastern Collegiate Athletic Conference (E.C.A.C.) and the Massachusetts State College Athletic Conference, Westfield State College has intercollegiate athletic teams in soccer, basketball, baseball, volleyball, lacrosse, cross country, track, tennis, golf, ice hockey, field hockey, gymnastics and softball.

CAREER PLANNING CENTER

Career planning services are provided for all Westfield State College graduates and undergraduates beginning in their freshman year. Students are encouraged to take advantage of these services all during their years at Westfield State College.

Seniors, however, must complete registration materials in order to activate their placement file and pay a five dollar fee which enables the Center to provide the following services:

1) Maintain candidate's placement credentials
2) Mail candidate's credentials to prospective employers and/or graduate schools
3) Provide candidate with information on employment opportunities
4) Provide candidate with information on graduate school opportunities
5) Maintain career resource literature
6) Provide career planning counseling
7) Arrange campus interviews
8) Issue periodic newsletters

Please note that this is not an automatic job search process nor does it guarantee professional employment. This job search process necessitates the initiative and sustained effort of the individual student working in cooperation with the Career Planning Center.

COURSES OF STUDY

Westfield State College offers courses leading to the Bachelor of Arts degree in Art, Economics, English, French, General Studies, History, Mathematics, Music, Political Science, Psychology, Social Science and Spanish.

A Bachelor of Science degree is offered in Physical Education, Biology, General Science and Criminal Justice.

The Bachelor of Science in Education degree is offered in Elementary Education, Early Childhood Education and Special Education.

A student who desires to teach at the secondary school level must major in a subject area and complete the education requirements needed for certification by the Massachusetts Department of Education.

Westfield State College students may major in one of the following areas (see department course listing for specific major requirements):

Art	General Science
Biology	General Studies
Economics	History
Elementary Education - Early Childhood	Criminal Justice
	Mathematics
	Music
Elementary Education	Political Science
Special Education	Psychology
Physical Education	Social Science
English	Spanish
French	

Westfield State College students may minor in the following areas (see department course listing for specific minor requirements):

Secondary Education	Physical Education
Art	Geography
Biology	Physics
English	Social Science
General Science	Speech and Theatre Arts
History	
Mathematics	Special Education
Spanish	Philosophy
French	Economics
Music	Sociology
	Psychology

THE COMMON CORE

Background

The Common Core is the guide for a student's course of study. The foundations of the core are not individual courses of instruction; rather they are disciplinary forms. The goals of the core as expressed through its disciplinary forms can be seen as necessary ingredients for a cultivated, humane life. Rather than require specific courses of instruction, the core requires the election of courses within each of the following disciplinary forms:

1) the capacity to communicate clearly in one or more natural languages
2) the capacity for intellectual and moral criticism
3) an appreciation of the fine arts
4) an understanding of the machinery of state and its history
5) the capacity for social understanding
6) an understanding of natural science
7) an understanding of mathematical reasoning.

Explanation:

One hundred and twenty credits are required for graduation. The requirements are divided into three segments, as follows:

I. *The General Core*

This segment is required of all students and includes the following:

English Composition	6 credits
Math and Science	9 credits
U.S. History	3 credits
Social Sciences	9 credits
Fine Arts	6 credits
Moral Judgment - Critical Thinking	6 credits
Total	39 credits

II. *Major Core*

Courses are prescribed by the department wherein the major is housed and may total forty hours of credit. For specific major program requirements, see departmental section.

III. *Elective Core*

Courses are selected by students depending on their own interests except for the major in elementary education/special education. A total of forty hours or more may be acquired in this category.

Course Listings

There are separate sections for each department and interdisciplinary major within the college. Departments are listed alphabetically; the interdisciplinary majors, that is, majors without departmental status or departmental staff, follow.

Not every course in the following listing is offered annually. Definite information about course offerings and class hours is available at the time of registration through the Office of the Registrar. Insufficient enrollment or changing conditions may occasionally necessitate the withdrawal of scheduled courses.

The course numbering system is as follows:
100 - Lower Level Courses

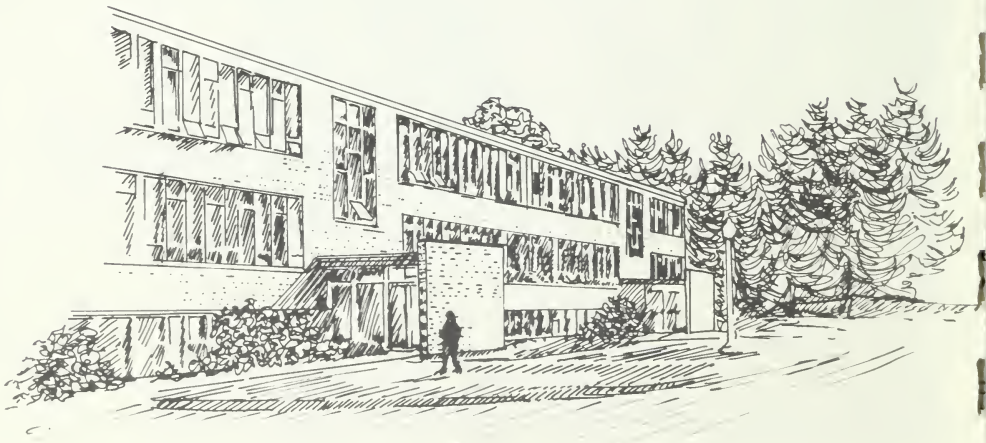
200 - Upper Level Courses (Undergraduate credit only)
300 - Upper Level Courses
400 - Graduate Credit courses only

COMMON CORE OF STUDIES WESTFIELD STATE COLLEGE

HUMANITIES

1) **Communication** (6 hours)
English
EN 101-102 English Composition I & II

2) **Intellectual & Moral Criticism** (6 hours — any distribution)
Philosophy
PH 101 Introduction to Social & Political Philosophy
PH 102 Introduction to Ethics
PH 104 Great Philosophical Issues
Literature
EN 213 Major British Writers
EN 215 Major American Writers
EN 217 Modern American Literature
EN 221-222 World Literature I & II
**EN 311 British Novel
**EN 317-318 Shakespeare I & II
**EN 323 The American Novel
**EN 224 Modern Black American Literature
EN 225 The Short Story
EN 223 Bible As Literature
EN 226 Literature By and About Women
**EN 376 Modern British & American Poetry
EN 227 Contemporary Literature
EN 228 Shakespeare: Nine Plays
Language
LF 101-102 Elementary French I & II
LF 103-104 Intermediate French I & II
LF 107 Advanced Intermediate French + Majors/Minors (Does not count for credit in major)
LG 101-102 Elementary German I & II
LG 103-104 Intermediate German I & II
LI 101-102 Elementary Italian I & II
LI 103-104 Intermediate Italian I & II
LS 101-102 Elementary Spanish I & II
LS 103-104 Intermediate Spanish I & II
LS 110 Advanced Intermediate Spanish I + Majors/Minors (Does not count for credit in major)
LS 112 Elementary Spanish for Social Services I
LE 101-102 Hispanic American Culture I & II
LE 103 Contemporary French Literature
LE 104 Intro. to French Lit.
LE 106 Intro. to German Culture
LE 107 Contemporary Italian Lit.



3) **Appreciation of the Fine Arts** (6 hours — any distribution)

Art

FA 101	Art Appreciation
FA 102	Painting I
FA 103	Drawing I
FA 104	Fundamentals of Art

Music

MU 101	Music Appreciation
MU 102	Basic Music Theory (Non-majors)
MU 107	Music in America

Drama

EN 104	Intro. to the Theatre

SOCIAL SCIENCE

1) **State and Local History** (3 hours — required by state law)

History

HI 103	U.S. History & Government

2) **Social Understanding** (9 hours — not more than 6 hours in one area)

Economics

EC 101	Principles of Macroeconomics
EC 102	Principles of Microeconomics

Geography

GE 101	Principles of Geography

History

HI 101-102	History of Western Civ. I & II
HI 201	Medieval History: 300-1350
**HI 326-327	Intellectual History of Western Civilization I & II
**HI 328	Expansion of Europe and Imperialism

Political Science

PL 101	American National Government
PL 203	State & Local Government

Psychology

PY 101	General Psychology

Sociology

SO 101	Principles of Sociology

ANALYTICAL SCIENCE (9 hours — with at least one course in (1) and one in (2)

1) **Natural Science**

Physical Science

PS 101	Physical Science
PS 103	Earth & Space Science
PS 104	Geology
PS 106	Astronomy
PS 107	Intro. to Chemistry *or*
PS 109	General Chemistry
PS 113	Intro. to Physics
PS 115	General Physics
PS 123	Physics of Musical Sound
PS 127	Intro. to Optics & Photography

Geography

GE 102	Physical Geography

Biology

BI 102	Environmental Biology
BI 104-105	Biology of Organisms
BI 106-107	Inheritance & Development

2) **Mathematical Reasoning**

Mathematics

MA 101-102	Fundamental Concepts of Math. I & II
MA 103-104	Mathematics I & II
MA 110-111	Math for Liberal Arts I & II
MA 113-114	Mathematics Science I & II
MA 108	Elementary Statistics
MA 109	Finite Mathematics

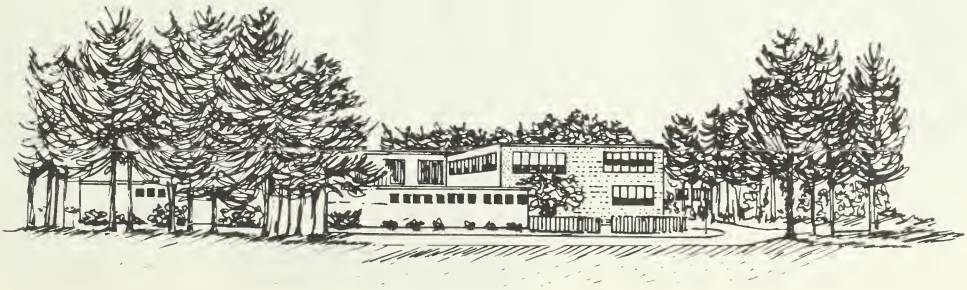
Logic

PH 103	Symbolic Logic

Language

LL 101	Intro. to Linguistic Analysis

**Course dropped from Common Core. Effective for all incoming Freshmen and Transfers beginning Fall Semester 1976.



DEPARTMENTAL PROGRAMS

ART

Arno Maris, *Chairperson*
Patricia Conant
Justin Curry
Barbara Harris
Walter Korzec
Bernard G. McMahon*
Soteris Roussi
Harry Weisburd

The fine arts program is designed to help students achieve their ambitions in the visual arts. The main purpose of this program is to provide students with a liberal foundation in the fine arts and prepare them for advanced study, career opportunity, or the field of education. This will be accomplished by advising students to take courses most needed for their desired goal. Art faculty members are concerned in giving individual attention, direction, and guidance to all students in the fine arts program.

ART MAJOR

Major Core:

	Credits
Fundamentals of Art	3
Color	3
Art History	6
Anatomy	3
Drawing	6
Painting	12
Pottery-Sculpture-Printmaking (at least 3 credits in each and 6 credits in one.)	12
	45

ART MINOR

To minor in art a student must take a minimum of 18 credits. It is advised that the student notify the art department chairman of his or her choice of minor.

The following are suggested areas of concentration:

		Credits
Painting Minor		
Fundamentals of Art		3
Drawing		3
Painting		6
Art Elective		6
	Total	18
Sculpture Minor		
Fundamentals of Art		3
Drawing		3
Sculpture		6
Art Elective		6
	Total	18
Art/Craft Minor		
Fundamentals of Art		3
Drawing		3
Art/Craft		3
Pottery		3
Art Elective		6
	Total	18
Pottery Minor		
Fundamentals of Art		3
Drawing		3
Pottery		6
Art Elective		6
	Total	18
Printing Minor		
Fundamentals of Art		3
Drawing		3
Printing		6
Art Elective		6
	Total	18

Students minoring in secondary or elementary art education are required to take 18 credit hours as stated below. Those interested in certification are advised to take a minimum of 6 credits of practice teaching.

EDUCATION MINOR/CERTIFICATION

Elementary:
Psychology of Learning
Principles of Teaching
Childrens Literature
Art Methods and Materials
Workshop in Crafts
Elective
Clinical Experience

Secondary:
Psychology of Learning
Philosophy of Education or Historical Foundations
Art Methods and Materials
Art Curriculum
Structures and Functions
Elective Clinical Experience

During the school year there will be interviews and screening of eligible candidates.

Students within the college transferring to the art major program should use the same dates for acceptance procedures.

Conduct of interview and screening days:
Students must be at the college by 9:30 A.M.
9:30-10:30 A.M. — Drawing from a model
10:30 - 11:30 A.M. — Drawing still life

*On Sabbatical Leave for the spring semester 1977

11:00 - 11:30 A.M. — Tour through campus guided by art students
11:30 A.M. — Personal interviews

Students should submit a portfolio of at least 10 works of art. All works should be original. Drawings and prints should be matted. Paintings need not be framed. The art department prefers to view the actual works rather than slides, except when the art works are too large. Variety of media recommended. In addition transfer students should bring photographs of their original work to leave with the art department.

Art majors will be available to serve as guides and to assist prospective students and their parents.

Interviews for applicants will be arranged directly through the Admissions Office.

ART HISTORY COURSES

FA 101 Art Appreciation 3 credits
This course introduces the student to the study of aesthetics and philosophy of art. It begins with a discussion of the fundamental ideas underlying all artistic activity and means of analyzing works of art. The major portion of the term is devoted to the investigation of significant styles and of outstanding creations of the art of each important period, from prehistoric times to the present. This investigation is done from the standpoint of purpose, form, content and techniques. Illustrated lectures are supplemented by assigned outside readings.

FA 316 History of American Art 3 credits
A study of the painting, architecture and practical arts in the United States from the period after colonial times to the present.

FA 317 Classical Art 3 credits
The chief artistic accomplishments of ancient Greece and Rome. Extensive study into the realm of Greek architecture, classical sculpture, Roman building and portraiture, as well as the minor arts.

FA 318 Flemish Art 3 credits
Study of Flemish and Dutch painting of the 14th through 17th century works of art, from Robert Campin to Peter Paul Rubens.

FA 319 Renaissance Art 3 credits
A study of the major artistic achievements of the Italian Renaissance from Giotto to Michelangelo with special emphasis on painting and sculpture.

FA 321 Contemporary Artists and Contemporary Art 3 credits
Students will be introduced to the works and ideas of modern contemporary American artists since 1950 with reference to the influence of selected European modern artists. Museum trips are included.

FA 333 Early Twentieth Century Art 3 hours 3 credits
A study of modern movements in painting and sculpture from 1900 to 1940 including Fauvism, Cubism, Futurism and Surrealism.

FA 334 Nineteenth Century Art in Europe 3 hours 3 credits
A study of European painting and sculpture from the Romantic-Classical styles of David and Delacroix through the Post-impressionism of Paul Gauguin.

STUDIO COURSES

FA 104 Fundamentals of Art 5 hours 3 credits
This course will consist of an investigation of the basic elements of art; line, color, texture, form and space. These will be explained in theory as well as practice. The expressive possibilities of a variety of materials will be explored.

FA 209 Color Theory and Practice 5 hours 3 credits
A studio course studying the interaction of color in theory and practice through experimentation with various color media.

FA 103 Drawing I 5 hours 3 credits
Study of form and space with special attention to spatial proportion relationships.

FA 105 Three Dimensional Design 5 hours 3 credits
The organization of three-dimensional forms in a variety of media. Problems will include designing packages, toys, games, furniture, and a variety of other three dimensional forms.

FA 301 Drawing II 5 hours 3 credits
Prerequisite: Drawing I (FA 103)
Drawing with concern for skeletal and muscular structure, the play of light and shade on human form, stylistic techniques.

FA 205 Sculpture I 5 hours 3 credits
This course provides an elementary consideration of sculpture form and composition through studies in clay and plaster. There is some work from the human figure. Techniques include armature constructions, direct building in plaster, and casting into plaster and other materials.

FA 305 Sculpture II 5 hours 3 credits
Prerequisite: Sculpture I
Continuation of Sculpture I.

FA 330 Anatomy for the Artist 3 hours 3 credits
A study of human anatomy including the bone structure, muscles and proportions. The course will utilize many anatomy charts, the skeleton and live models.

FA 309 Advanced Drawing I 5 hours 3 credits
Prerequisite: Drawing II (FA 301)
Continuation of Drawing II with emphasis on the movement of the human form and its relation to space.

FA 102 Painting I 5 hours 3 credits
Introduction to oil painting with particular emphasis on gaining information about the material itself (color, mixing, canvas preparation, preliminary drawing and general expressive potential of oil as a medium).

Considerable study in picture organization, still life and figure composition.

FA 202 Painting II 5 hours 3 credits
Prerequisite: Painting I (FA 102)
Painting in oil and related media with concentration on furthering individual expression through interpretation of still life, figure and landscape. Problems in space, form and light are also studied.

FA 203 Painting III 5 hours 3 credits
Prerequisite: Painting II (FA 202)
Introduction to varied techniques such as papier colle assemblage and watercolor with individual subject matter selection appropriate to each student.

FA 306 Painting IV 5 hours 3 credits
Prerequisite: Painting III (FA 203)
Individual projects will be carried out under supervision and will result in an exhibit of selected works.

FA 307 Advanced Painting I
5 hours 3 credits
Prerequisite: Painting IV (FA 306)
The student is assigned a particular studio area where he will be encouraged to develop, through his paintings, his own interests and individuality. Discontinuance of regular classroom instruction, replaced by period consultation and discussion.

FA 308 Advanced Painting II
5 hours 3 credits
Prerequisite: Advanced Painting I (FA 307)
The same individualization found in Advanced Painting I, with the important addition of a required thesis, in which the student should fully define and elucidate his intentions and directions in the light of his painting.

FA 207 Watercolor Painting I
5 hours 3 credits
The various techniques of watercolor painting will be demonstrated. Studio work will consist of painting with a variety of methods.

FA 204 Pottery I 5 hours 3 credits
An introduction to all phases of creative ceramics, ranging from handbuilt pottery to slab sculpture and mosaics. Emphasis will be on creative exploration of the many decorative, functional and aesthetic aspects of ceramics.

FA 304 Pottery II 5 hours 3 credits
Prerequisite: Pottery I (FA 204)
A continuation of Ceramics I with emphasis on wheel thrown pottery and the investigation and experimentation with glazes.

FA 201 Printmaking I 5 hours 3 credits
The basic techniques in intaglio and relief printmaking will be explored. The intaglio procedures of line etching, aquatint, soft ground will be introduced as well as relief printing media of woodcuts and collagraphs. Students will create a series of prints in the various techniques and will develop an awareness of the visual and technical aspects of an original print.

FA 303 Printmaking II 5 hours 3 credits
Prerequisite: Printmaking I (FA 201)
A studio course which will further explore and develop the techniques of intaglio, relief and/or planographic printmaking. The emphasis will be on utilizing the various techniques introduced in Printmaking I and developing a deeper understanding of the visual and technical aspects of an original print. The use of color in etching woodcuts and/or lithography will be required.

FA 314 Relief Printing 5 hours 3 credits
Prerequisite: Printing I (FA 201)
A studio course offering various methods of relief printing. The techniques covered in this area will be linecuts, woodcuts, cardboardcuts, wood engravings and gesse-cuts. The use of more than one color in a relief print will also be explored. The visual and artistic understanding of the above techniques will be emphasized.

FA 315 Serigraphy 5 hours 3 credits
Prerequisite: Printing I (FA 201)
A studio course dealing with the stencil printing process of serigraphy (silk screen). This course will cover the basic processes in serigraphy which are paper, tusche, glue, cot or profilm, and the photographic techniques. The visual and artistic understanding of a serigraphic print will also be emphasized.

FA 312 Intaglio Printing 5 hours 3 credits
Prerequisite: Printing I (FA 201)
This course will explore intaglio techniques not employed in Printmaking I. Engraving, mezzotint, drypoint, photo-intaglio and ink viscosity printing will be some of the areas introduced. Involvement with the intaglio media as a mode of expression will be emphasized.

FA 313 Lithography 5 hours 3 credits
Prerequisite: Printing I (FA 201)
A studio course dealing with the planographic techniques of lithography. The various drawing materials used in this medium will include crayon, tusche, asphaltum, and the transfer method. The technical aspects of preparing, etching and printing the stone will be stressed. The visual and artistic understanding of an original print will also be emphasized. Color lithography will be introduced with various methods of registration.

FA 206 Lettering and Layout 5 hours 3 credits
In addition to designing creatively with lettering, there will be planning layouts for advertising arts. Designs will be made for signs, posters, greeting cards, program covers, bookjackets, product labels and containers and books or publications. Type form will be studied and used creatively in layouts. Other related areas include two and three dimensional displays and exhibits.

FA 328 Graphic Design 5 hours 3 credits
Prerequisite: Fundamental of Art, Lettering and Layout
A studio course with emphasis on the integration of design fundamentals into graphic communication forms. Students will be involved in problem solving experiences in various advertising media. Specific concentration will be on newspaper and magazine advertisement, brochures, television art forms and package design.

FA 329 Illustration 5 hours 3 credits
Prerequisite: Fundamentals of Art (FA 104), Letter-

ing and Layout (FA 206)
A studio course to introduce the many facets in the illustration field. Student will be involved in various problem solving experiences with concentration on the materials, techniques and reproduction processes used in magazine, books, technical and film illustration. The techniques of air brush and photography as illustrative media will also be explored.

FA 310 Workshops in Crafts 5 hours 3 credits
An introduction to a number of crafts and an opportunity to pursue one or two crafts as chosen. Woodwork, weaving, ceramics, enameling, puppetry and leather work are offered.

ART EDUCATION COURSES

FA 322 Practicum and Introduction to Art Education Curriculum 3 credits
A course in curriculum development at either the elementary or secondary level. It includes visits to area schools for the purpose of observations and art curriculum study.

FA 323 Art Education Philosophy 3 credits
An introduction to the history and philosophy of art education.

FA 324 Art Methods and Materials (Secondary) 3 credits
Understanding the use of art instructional materials and methods at the secondary level with particular references to the principles of teaching art.

FA 325 Art in the Elementary School K-6 3 credits
Studio experience with materials related to the art experiences of children. The emphasis will be on giving the prospective teacher a better foundation in understanding and working with art materials.

FA 326 Seminar in Art Education 5 hours 3 credits
The purpose of the course is to give the art teacher or art supervisor an inter-related art background by co-relating Art History, Art Appreciation, and art studio courses with art education.

FA 331 Student-Teaching Art 6 credits

FA 399 Independent Study 3-6 credits
In Art History, Studio or Art Education courses, with the approval of the Art Department Chairman.

BIOLOGY

J. Kenneth Taylor, *Chairperson*
Frank Bates
Gus Chrisanthopoulos
Arthur E. Driscoll
Joel C. Eberlin
Betty D. Harris
Irving J. Lepow
David A. Lovejoy
Sanat A. Majumder
James W. Phillips
Dawsie Pierce

Consistent with the belief that an understanding of biological principles is essential regardless of an individual's goal, the Biology Department offers, and will continue to offer, courses open to all students. In accordance with the ideals of a liberal arts degree, the biology major is designed to encourage examination of the Humanities, and Social Sciences as well as the Natural Sciences. Thus prepared, the students may seek gratification in a number of areas including: Education, Medicine and Public Health, Environmental Protection, Agriculture, Law, and Industry.

For many of these activities, preparation beyond the Bachelor's Degree is essential. The program is, therefore, designed to afford the student exposure to a range of interest areas. It is strongly recommended that the student majoring in biology enjoy the opportunity to experience course work in chemistry, mathematics, and statistics as well as in biology.

BIOLOGY MAJOR

Total of 40 credits, distributed as follows:

A. Introductory Courses ..... 0-8 credits

Depending upon the background of the student, he/she may take up to 8 credits of introductory (100 level) courses from the following list:

BI 102-3	Environmental Biology
BI 104-5	Biology of Organisms
BI 106-7	Inheritance and Development

Human Anatomy and Physiology (BI 113-4) is designed primarily for Physical Education majors and may not be taken for credit in the biology major.

B. Intermediate and Advanced Courses ..... 30-38 credits

The upper level biology courses (200 and 300 level) have been placed in four conceptual groups. Each student must select a minimum of one course from at least three of the four groups. At least one 300 level course must be included in the overall major program. The conceptual groups and the courses therein are listed below:

Evolution and Systematics

BI 216-7	4	Botany-Higher Plants (S)
BI 228-9	4	Comparative Vertebrate Anatomy (S)
BI 238-9	4	Botany-Lower Plants (F*)
BI 243	3	Evolution (S)
BI 246-7	4	Microbiology I (F)
BI 303-4	4	Microbiology II (S)
BI 316-7	4	Mammalogy (F*)

Cell Theory and Theory of the Gene

BI 205-6	4	Introduction to Genetics (F)
BI 207-8	4	Cell Biology (S)
BI 209, 11	4	Embryology (S)
BI 212-13	4	Histology I (F)
BI 309	3	Selected Topics in Genetics (S)
BI 323-4	4	Histology II (S)

Biological Interaction

BI 203	3	General Ecology (F)
BI 204	3	Conservation (S)
BI 218-9	4	Economic Botany (F*)
BI 225-6	4	Aquatic Biology (F)
BI 240	3	The Drama of Man and Nature (S)
BI 245	3	Environmental Legislation (S)
BI 307-8	3	Field Ecology (F*)
BI 321-2	4	Urban Ecology (F)

Energy and Metabolism

PS 209	3	Biochemistry (S)
PS 210	1	Biochemistry Lab (S)
BI 231-2	4	Vertebrate Physiology (F)
BI 214-5	3	Radiobiology (S)
BI 221-2	4	Plant Physiology (F)
BI 301-2	4	Plant Growth and Development (S)
BI 325-6	4	Endocrinology (F)

(F) Course normally offered in fall semester
(S) Course normally offered in spring semester
(*) Course normally offered in alternate years
Number of credits is indicated before the course name.

C. Seminar (BI 234)
(in junior or senior years) ..... 2 credits

Advising

It is important for incoming freshmen who are prospective Biology majors to consult with a member of the Biology Department to determine which biology course(s) should be taken in the freshman year. Students who decide to major in biology will be assigned a faculty advisor in the department who can provide guidance concerning the major and related

work in mathematics, chemistry, physics, secondary education and other areas of interest. Consultation at an early date will ensure the possibility of taking the necessary required courses so as to keep the various options open for as long as possible.

BIOLOGY MINOR

18 credits in biology no more than eight of which can be at the introductory (100) level.

COURSES

Waiver of prerequisites: A student with a strong background may consult with the instructor to request the waiver of any prerequisite for any course.

BI 101 Science for the Elementary School 3 credits
Direct experience with five modern elementary school science programs — Science Curriculum Improvement Study (SCIS), Elementary Science Study (ESS), Science Conceptually Oriented Program in Elementary Science (COPES), — A Process Approach (S-APA), and the Minnesota Mathematics and Science Teaching Project (MinneMAST) with emphasis placed on the inquiry approach as well as product, process, and attitude goals. Opportunity is provided to experiment with these programs with both children and peers.

BI 102-103 Environmental Biology 3 credits
An introduction to selected ecological principles, and man's interrelations with, and effects upon, the environment.

BI 104-105 Biology of Organisms 4 credits
Consideration of the means by which representative plants and animals, including the human, solve problems associated with the maintenance of the individual and the species. Problems include gathering and digestion of food, gas exchange, circulation and regulation of the internal environment, reproduction, hormonal and nervous control, movement, and behavior.

BI 106-107 Inheritance and Development 4 credits
Introduction to the study of energy transformations, cellular reproduction, inheritance and the gene, and the development of plants and animals.

BI 113-114 Human Anatomy and Physiology 4 credits
Open primarily to majors in criminal justice and physical education. Structure and function of the human body with laboratory experience in mammalian dissection and experimental physiology.

BI 201 General Ecology 3 credits
Denotes and studies physical and biological interactions and principles involved in functioning ecosystems. Includes measurement of local environmental factors and interpreting this data. The roles of energy, raw materials, plants and animals in successional community development are stressed. Frequent field experiences and one weekend field trip.

BI 202 Conservation 3 credits
Emphasizes the scientific basis for solving current environmental management problems of energy, soil, land solid wastes, water, air, and wildlife and integrates this with sociological, historical, economic, geographic, and political aspects. Each student gathers information and suggests solutions to a local environmental problem of his choice. Several field experiences and one weekend field trip.

BI 203-204 Introduction to Genetics 4 credits
Prerequisite: Two semesters of introductory biology or one semester and permission of instructor.
A course emphasizing the Mendelian mechanisms of inheritance, sex inheritance, human heredity, chromosome mapping, and population genetics. Also included are methods for determining genetic probabilities and the analysis of statistical data.

Discussions correlate current genetic research with the above, particularly as it relates to pre-natal diagnosis of genetic abnormalities and the concept of eugenics in controlling gene frequencies.

BI 205-206 Cell Biology 4 credits
Prerequisite: Two semesters of introductory biology or one semester and permission of instructor.
A study of the structure, function, and life history of cells and their components. Consideration of relationships among cell organelles and between cells and their environments.

BI 207-208 Embryology 4 credits
Prerequisite: One semester of introductory biology.
A study of vertebrate embryo development, including developmental patterns and the emergence of form and function as an expression of genetic endowment. Special attention is paid to the avian and mammalian morphogenesis.

BI 209-210 Histology I 4 credits
Prerequisite: Two semesters of introductory biology or one semester and permission of instructor.
Study of the microscopic structure and function of animal tissues with emphasis upon the mammal. An introduction to the basic principles of microtechnique.

BI 211-212 Botany-Higher Plants 4 credits
Prerequisite: Two semesters of introductory biology or one semester and permission of instructor.
A course describing the course of the evolution of the vascular plants as deduced from their comparative morphology. Emphasis is placed on the adaptive mechanisms which have allowed these plants to spread and diversify on land, and their subsequent importance to man.

Laboratory emphasis on plant anatomy, propagation, nutrient and tissue culture, and plant classification.

BI 213-214 Botany-Lower Plants 4 credits
Prerequisite: Two semesters of introductory biology or one semester and permission of instructor.
A course designed to explore the morphology, evolu-

tion, and functional activities of the non-seed plants, with emphasis on the Fungi and Algae. Material includes life cycles, and the ecology of these groups as they relate to their roles in maintaining the cyclical relationships between the living and non-living worlds: i.e., food chains, decay, sewage disposal, pollution. Laboratory work includes field trips whenever practical and the collection and examination of living material.

BI 215-216 Economic Botany 4 credits
Prerequisite: One semester of introductory biology.
A course about plants in relation to human welfare. Students will examine how, since the dawn of civilization, man has associated himself with plants as sources of food, fiber, forage, as well as medicines. Special emphasis will be placed on the intrinsic overlap between Ecology and Economy in today's world.

BI 219-220 Aquatic Biology 4 credits
Prerequisite: One semester of introductory biology.
An introductory survey course covering the biological, chemical, and physical considerations of inland estuarine waters with emphasis on the environmental relationships, identification, and natural history of indigenous aquatic organisms. Considerable work is done in the field.

BI 221-222 Vertebrate Physiology 4 credits
Prerequisite: Two semesters of introductory biology; two semesters of General Chemistry or permission of instructor.
Recognition and interpretation of the integration of function in the organ systems of the vertebrate animal in relation to environmental influences.

BI 223-224 Microbiology I 4 credits
Prerequisite: Two semesters of introductory biology or one semester and permission of instructor.
Designed to present to students interested in general science the broad considerations of morphology, physiology, and ecology of bacteria, yeasts, and molds. Laboratory work covers methods of sterilization, preparation of culture, media and aseptic handling of pure cultures. Type species of representative groups will be cultured and studied in detail with emphasis placed on their relationship to other groups and to man.

BI 225-226 Radiobiology 3 credits
Prerequisite: One semester of introductory biology, one semester of General Chemistry, one semester of Physics desirable.
The study of principles, mechanisms, and effects of ionizing radiation at the molecular, cellular, organ, organism and community levels.

BI 227-228 Comparative Vertebrate Anatomy 4 credits
Prerequisite: One semester of introductory biology.
A study of the anatomy and phylogeny of the vertebrates. Lecture topics will include gross anatomy and consideration of evolutionary trends among the vertebrates. Laboratory work will consist primarily of the dissection of representative species.

BI 229 The Drama of Man and Nature 3 credits
Prerequisite: Permission of instructor.
This course is designed primarily as an elective for all juniors and seniors who wish to explore newer perspectives with which to examine Man's place in Nature. The discourse will draw from our understanding of physical (cosmic, evolution, energy, entropy) as well as biological (ecology, genetics, evolution) and, eventually, will embrace pertient questions about Man in the inter-disciplinary context of his current predicament.

BI 230 Evolution 3 credits
Prerequisite: One semester of introductory biology, Introduction to Genetics desirable.
The origin and development of evolutionary theory, evolutionary patterns of the past, and biogeography.

BI 231-232 Plant Physiology 4 credits
Prerequisite: Two semesters of introductory biology, one semester of General Chemistry.
This course deals with the fundamental physiological processes vital to plant life. Topics such as water regulation, photosynthesis, respiration, and development will comprise the bulk of the course-content. Special emphasis will be placed on various experimental methods that include use of research equipment and statistical analysis. Each student will be assigned an independent research project at the beginning of the semester.

BI 233 Environmental Legislation 3 credits
Prerequisite: One semester of introductory biology and at least one of the following: General Ecology or Conservation or permission of instructor.
A detailed examination of the need for, and biological basis for, the standards established by existing, or proposed, federal and state legislation. The lectures, which will deal with topics such as the National Environment Policy Act and the Water Pollution Control Act, will be supplemented by analysis and discussion of environmental impact statements and court decisions dealing with each of the topics covered.

BI 234 Biology Seminar 1 credit
Prerequisite: Permission of instructor.
Topics will vary depending on availability of staff and student interest. Primarily for juniors and seniors.

BI 250 Directed Studies 1-3 credits
Prerequisite: Permission of instructor.
Independent study in biology with the student conducting a library, field, or laboratory research project under supervision of an instructor. A total of six credits may be applied toward the undergraduate degree.

BI 301-302 Plant Growth and Development 4 credits
Prerequisite: Two biology courses at the intermediate (200) level, one of which must be Plant Physiology or Botany-Higher Plants.
This course is project-oriented. Specific studies dealing with the physiology of germination, dormancy, growth-retardation, hormonal actions, tissue culture, and propagation will be taken up with corresponding short-term projects. Special considerations will be

given to the effects of environmental pollution on plant growth.

BI 303-304 Microbiology II 4 credits
Prerequisite: Microbiology I, Two semesters of General Chemistry.
A continuation of Microbiology I assuming competence in Microbiological procedures and background. The physiology of bacteria, study of bacterial viruses, immunology, antibiotic production, and practical applications of bacteria, yeasts, and molds in soil and food microbiology.

BI 305-306 Field Ecology 3 credits
Prerequisite: One semester of introductory biology, General Ecology.
An advanced course in ecology with strong emphasis on field studies and related laboratory work. Topics will include techniques in observation, collection, and identification of organisms, and the physical and biological description of natural area. Field trips required.

BI 307 Selected Topics in Genetics 3 credits
Prerequisite: Introduction to Genetics, Two semesters of Organic Chemistry.
Course material includes the chemistry of DNA, RNA, and amino acids, regulation of protein and antibody synthesis, the gnetic code, the concept of template surfaces, the operon theory and embryology at the modecular level. This course builds upon and expands the understanding of Mendelian genetics and emphasizes bacterial and viral genetic research.

BI 312-313 Mammalogy 4 credits
Prerequisite: Two zoology courses at the intermediate (200) level, one of which must be Comparative Vertebrate Anatomy, Vertebrate Physiology, or Evolution.
The identification, classification, evolution, ecology, and physiology of mammals with emphasis on New England forms. Laboratory work will include an introduction to the common techniques used in mammalogy, experimentation, and identification of the skins and skulls of the local fauna.

BI 316-317 Urban Ecology 4 credits
Prerequisite: One semester of introductory biology, General Ecology.
An examination of the interactions of humans and their structures (buildings, roads, etc.) and activities with the natural environment in an urban setting. Lecture topics will include urban climates, air pollution, and water supply and disposal. Laboratories will emphasize field experience.

BI 318-319 Histology II 4 credits
Prerequisite: Histology I, two semesters of General Chemistry.
Study of the microscopic structure and function of organs with emphasis upon the vertebrates. Laboratory experience will include histological, histochemical, and other appropriate techniques. Reading and discussion of selected papers from scientific journals.

BI 320-321 Endocrinology 4 credits
Prerequisite: Two semesters of General Chemistry and one of the following: Comparative Vertebrate Anatomy, Vertebrate Physiology, Embryology, Histology I.
A study of the evolution of hormones and their physiological role in nutrition, osmoregulation, metabolism, and reproduction.

CRIMINAL JUSTICE

Victor H. Ascolillo, *Chairperson*
Kenneth W. Bowser
L. Michael McCartney
Alida V. Merlo
Paul F. White

The Bachelor of Science program in Criminal Justice is a 120 credit-hour program. It is predicated on a common core of humanities, social science, mathematics, and physical science. The ultimate goal of the program is to develop among present and future employees of the criminal justice system an increased sensitivity to contemporary American society and an increased awareness of the role of law enforcement, courts, and corrections in the criminal justice system.

The course of study consists of both an extensive overview of the criminal justice system and an intensive examination of each of the major components of the system. The program is designed to service both those students who may elect to enter the criminal justice profession immediately upon graduation and those students who desire to continue their education via graduate studies in Criminal Justice.

The Criminal Justice core consists of 39 credits.

	Credits
INTRODUCTORY SEQUENCE	12
Introduction to Criminal Justice	3
Law Enforcement and Society	3
American Judicial System	3
Introduction to Corrections	3
RESEARCH/FIELD EXPERIENCE SEQUENCE	9
Research Methods in Criminal Justice	3
Field Experience	6
CRIMINAL JUSTICE ELECTIVES	18
Total	39

All students must take 21 Criminal Justice credit hours at Westfield State College.

COURSES

CJ 101 Introduction to Criminal Justice 3 credits
A survey of the American Criminal Justice System as a socio/political institution. The police, criminal courts, correctional and rehabilitative endeavors will be analyzed within the framework of empirical research development and perspectives of the social sciences. Required of all freshmen in the Criminal Justice major.

CJ 201 Law Enforcement and Society 3 credits
Prerequisite: CJ 101
The structure and function of law enforcement agencies in contemporary society will be analyzed in their sociological context. Particular emphasis will be placed on the role of the police within the framework of the Criminal Justice System.

CJ 202 American Judicial Systems 3 credits
Prerequisite: CJ 101
An examination of the development of law and the American legal system. The problems related to the meaning and uses of law; the organizational hierarchy of the courts, and the role of the courts in the criminal justice system.

CJ 203 Introduction to Corrections 3 credits
Prerequisite: CJ 101
An in-depth examination of American Correctional System. Traditional punitive measures will be analyzed in relation to current reintegration alternatives.

CJ 301 Criminal Justice Administration 3 credits
Prerequisite: 6 hours of CJ or Permission of Instructor.
An appraisal of the organization and procedures within criminal justice agencies and consideration of the principals of organization and methods adopted by progressive agencies to insure effective criminal justice service to the community.

CJ 302 Criminalistics 3 credits
Prerequisite: CJ 101
Science of investigation of crimes, laboratory techniques, interpretation of data, elements of specific crimes.

CJ 303 Metropolitan Studies 6 credits
Prerequisite: 18 credits of CJ including CJ 309 or Permission of Instructor.
Senior Seminar, individual study, agency experience. Integration of an aspect of Criminal Justice in the field. An internship report will be required.

CJ 304 Contemporary Problems in Corrections 3 credits
Prerequisite: 6 hours of CJ or Permission of Instructor.
An intensive analysis of selected problems in institutional and community corrections.

CJ 305 Prevention and Control 3 credits
Prerequisites: Six hours of CJ or Permission of Instructor.
An in-depth examination of the criminal justice system and the efforts it has exerted in an attempt to prevent and control criminal behavior. Course will focus on the traditional methods including probation and parole as well as recent trends in crime control and prevention: the utilization of community based treatment programs and attempts by many criminal justice agencies to avoid the processing of individuals through the system.

CJ 306 Theories of Sources and Functions of Criminal Law 3 credits
Prerequisite: CJ 101
Source and function of criminal law. The law relating to various criminal offenses, including crimes against persons and crimes against property.

CJ 308 Trends and Volumes of Crimes 3 credits

Prerequisite: 6 hours of CJ or Permission of Instructor.

The U.S. Department of Justice index crimes will be studied along with other crimes, which will be selected on the basis of their contemporary administrative significance and their effect on the Criminal Justice system in particular.

CJ 309 Research Methods in Criminal Justice 3 credits

Prerequisite: 6 hours of CJ or Permission of Instructor.

An introduction to scientific methodology as related to criminal justice. Focus on the development of hypotheses, data collection, data analysis and hypotheses verification. Attention is also given to basic statistical techniques appropriate for criminal justice research.

CJ 310 Juvenile Procedure 3 credits

Prerequisite: 6 hours of CJ or Permission of Instructor.

An examination of the underlying philosophy of juvenile justice and procedures used to process a juvenile alleged to be delinquent through the juvenile justice system; will focus on the differences between juvenile procedure and adult criminal procedure by examining recent court decisions and statutory law pertaining to juveniles.

CJ 311 Criminal Procedure 3 credits

Prerequisite: 6 hours of CJ or Permission of Instructor.

A study of the administration of justice in the United States. Examines the Constitutional rights and legal protections extended to individuals accused of a crime from suspicion and arrest to the final disposition of the case.

CJ 312 Principles of Evidence and Proof 3 credits

Study of different types of evidence, relevance, the hear-say rules and its exceptions, impeachment and cross examination, privilege communications, etc.

CJ 390 Contemporary Problems in Law Enforcement 3 credits

Prerequisites: 6 hours of CJ or Permission of Instructor.

An intensive analysis of selected problems in American law enforcement and police community relations. A major research paper is required.

CJ 391 Rights of the Convicted 3 credits

Prerequisite: 6 hours of CJ or Permission of Instructor.

An examination of the legal rights of the individual who has been convicted of a crime. This lecture course will focus specifically on both federal and state laws and court decisions dealing with the legal rights of probationers, confined prisoners, and parolees in the American criminal justice system.

CJ 399 Field Experience 6 credits

Prerequisite: Permission of Instructor.

Experience in a publically funded criminal justice agency. Designed to provide students with an opportunity to translate the theoretically oriented classroom experience into practical application. Consists of eight weeks of full-time employment. An internship report is required upon completion of the internship. Limited to pre-service students.

ECONOMICS

John Darrow, *Chairperson*
Russell Bellico
P. I. Mathew
Richard O'Daniel

The Department of Economics offers a major and a minor in economics as well as a minor in finance.

The Economics major program, leading to a B.A. degree, is varied in its objectives and flexible in its analytical orientation. While the fundamental objective of the program is to facilitate students' insights into the regional, national and international economic issues, it is designed also to provide them with a sound analytical foundation for graduate study in economics, finance, business administration and related disciplines. Several business oriented courses such as accounting, corporation finance, financial management, and investment analysis are offered mainly for those who have a special interest in developing some of the useful analytical tools for financial decision making.

The baccalaureate in economics requires a minimum of thirty economics credits distributed as follows:

Required Courses

EC 101 Principles of Macroeconomics
EC 102 Principles of Microeconomics
EC 201 Microeconomic Theory
EC 202 Macroeconomic Theory
EC 220 Senior Research Seminar (A minimum of 'C' grade in the Senior Research Seminar is required for graduation in Economics.)

Electives

A minimum of five of the economics electives in 200 or higher level.

Students majoring in economics are expected to choose their electives so as to be able to specialize in at least two of the following areas of concentration:

(a) Economic Theory
(b) U.S. Economic Issues
(c) World Economic Problems, and
(d) Financial Management

Majors are assigned to a faculty advisor when they enter the program and are required to obtain the advisor's approval on their academic schedules.

The Economics minor program is intended for non-economics majors who choose to achieve some proficiency in economic analysis. It involves a minimum of eighteen credits in economics distributed as follows:

Required Courses

EC 101 Principles of Macroeconomics
EC 102 Principles of Microeconomics
EC 201 Microeconomic Theory
EC 202 Macroeconomic Theory

Electives

A minimum of two of the economics electives in 200 or higher level.

The Finance minor program is designed mainly for students with a special interest in developing some of the analytical tools for financial decision-making — either for employment or for graduate training in finance or in business administration.

The finance minor involves, in addition to Micro- and Macroeconomic Theory and Principles of Accounting I, a minimum of three courses to be selected from among the following:

EC 105 Principles of Accounting II
EC 203 Money and Banking
EC 206 Managerial Economics
EC 207 Corporation Finance
EC 208 Financial Management
EC 209 Investment Analysis

Most of these courses are currently offered only through the Division of Continuing Education.

Freshmen who are content with a basic understanding of economics or the completion of a core requirement may take EC 102. Those who are likely to take more than one economics course are advised to begin with EC 101 and continue with EC 102 before taking courses in their specific area of interest. Students interested in developing the tools of economic analysis further may take EC 201 and 202 after the two basic courses.

COURSES

EC 101 Principles of Macroeconomics 3 credits

An introduction to economic analysis with emphasis on the application of economic principles to an understanding of contemporary problems. Topics to be discussed include: the nature of a market economy; national income, employment and fiscal policy; characteristics of the American monetary and banking system; economic growth and international trade.

EC 102 Principles of Microeconomics 3 credits

Emphasis on the economics of the firm and resource allocation. Topics to be discussed include the price and output determination under pure competition, pure monopoly, monopolistic competition, and oligopoly; the resource market, general equilibrium analysis; and an evaluation of American capitalism.

EC 104 Principles of Accounting I 3 credits

Development of a framework of concepts underlying the preparation of corporate financial statements which are useful to investors, economists, the general public, and other interested external parties. The balance sheet and income statement as conventionally reported by American corporations are studied as to methodology for their preparation, their interpretation, and their strengths and limitations.

EC 105 Principles of Accounting II 3 credits

Continuation of the emphasis in Principles of Accounting I upon corporate financial reporting to external parties. An introduction to the concepts underlying the preparation of accounting information which is useful to management in the planning and control of business operations.

EC 201 Microeconomic Theory 3 credits

Prerequisite: EC 102

An examination of the basic assumptions and methods of analysis employed in microeconomic theory, including demand and its elasticity, production and cost relationships, market structures, distribution theory, general equilibrium and welfare economics. These topics are dynamically integrated through the conventional short-run and long-run equilibrium analysis as applied to the farm and the industry. Lecture, discussion and exercise work.

EC 202 Macroeconomic Theory 3 credits

Prerequisite: EC 101

Analysis of the level of national income, employment, price level and the rate of growth in the economic system. Includes analysis of consumption and saving, factors affecting private investment, prosperity and depression, interactions between money and national income, implications for public policy. Lecture, discussion and exercise work.

EC 203 Money and Banking 3 credits

Prerequisite: EC 101

The fundamental principles of money, credit and banking and their exemplification in modern currency and banking history, particularly that of the United States. Special attention is given to current conditions and problems.

EC 204 Introduction to Mathematical Economics 3 credits

Prerequisites: EC 101 and EC 102. One year of college algebra or Permission of instructor.

A study of the principal mathematical formulations used in economic analysis. Topics to be discussed include: elementary mathematical economics confined to the fields of college algebra and trigonometry; differential and integral calculus and its relation to the concepts of elasticity and production functions; and differential and difference equations and their employment in models of stable competitive equilibrium.

EC 205 Introduction to Econometric Methods 3 credits

Prerequisites: EC 101 and EC 102. One semester of statistics or Permission of instructor.

An introduction to quantitative methods in economics. Topics to be discussed include: probability; random variables; frequency functions, sampling; descriptive statistics; estimation and hypothesis testing; regression analysis; stochastic formulations of economic relationships such as consumption, production, and wage functions; systems analysis of these functions.

EC 207 Corporation Finance 3 credits

Prerequisite: EC 102 and EC 104 or Permission of instructor.

An analysis of the financial structure of American business with major emphasis on corporate finance. Among the topics to be considered are: promotion, government regulation of security sales, stocks, bonds, and stock market, investment banking, corporate dividend and investment policies, security analysis, working capital, corporate capital structure, government regulation of financial policies and mutual funds. Some attention is given to broad economic problems such as the influence of corporate finance on prices, investment, saving, prosperity and depression.

EC 209 Investment Analysis 3 credits

Prerequisite: EC 102

Examination of the investment problem, investment programs and procedures, the legal versus economic position of securities, analysis of financial statements from the investor's viewpoint, and the application criteria to specific vehicles of investment and speculation.

EC 212 Economics of Labor 3 credits

Prerequisite: EC 102

An examination of the theory of wage determination and labor markets. Economic basis of collective bargaining, including evaluation of criteria used for wage determination, effects of collective bargaining issues and procedures on the economy.

EC 213 Economics of Collective Bargaining 3 credits

Prerequisite: EC 102

Problems which arise from the process of collective bargaining are examined by use of the case method, texts, and readings. Labor contract negotiations, grievances handling, and labor arbitrations are analyzed. Mock grievance and arbitration hearings are conducted by the students. Extensive use of cases.

EC 214 Economics of Industrial Organization 3 credits

Prerequisite: EC 102

A study of modern business structure and organization, dealing primarily with the price policies and marketing practices of firms in imperfect markets. The development of public policy in the United States from its common-law origins; federal anti-trust legislation and its judicial interpretation; regulation of business practices through the Federal Trade Commission.

EC 215 Public Finance 3 credits

Prerequisites: EC 101 and EC 102

The role of government in attaining an efficient allocation of resources and an equitable distribution of income. Emphasis is placed on criteria for the evaluation and selection of public expenditure and tax pro-

grams including the problem of coordinating federal, state and local finance. Special attention is given to current policy issues.

EC 216 Economic History of Europe 3 credits

Prerequisite: Any 3-credit course in economics

A comparative analysis of selected problems in European economic history since 1750. Special emphasis will be given to the processes and repercussions of industrialization, the transformation of agriculture, the shifting role of Europe in the world economy, and the evolution of diverse relationships between state and economy.

EC 217 Comparative Economic Systems 3 credits

Prerequisites: EC 101 and EC 102

A comparative economic analysis of the basic theories underlying capitalism, socialism, communism and the typical variants of these economic systems. The actual systems as they are exemplified by modern American capitalism, British and Swedish socialism and the hybrid systems of India and other developing countries will be evaluated.

EC 218 International Economics 3 credits

Prerequisites: EC 101 and EC 102

Analysis of economic relations among various regions and of economic problems that arise from the division of the world into national states. Topics to be discussed include: international trade, the balance of payments and commercial policies with particular reference to the policies of the United States in the world economy, international agreements aiming at trade expansion and the development of underdeveloped areas.

EC 219 Development of Economic Thought 3 credits

Prerequisites: EC 101 and EC 102

Analyzes the content and limitations of contemporary economic thought in contrast with earlier theoretical systems. Traces the evolution of systematic economic thinking through the dual influence of internal logical development and the external social and intellectual environment. Central economic issues that are of current significance, such as price formation, distribution of wealth and income, population and international trade, etc., will be analyzed in historial perspective.

EC 299 Senior Research Seminar 3 credits

Prerequisites: Microeconomic Theory and Macroeconomic Theory

Training in the application of economic theory and measurement to specific economic problems of local, national or international significance and in the preparation of research papers. Class discussion of student reports and assigned readings dealing with issues of economic theory and policy. Under faculty guidance, students will select a topic, design a research procedure, and complete an individual or group project.

EC 301 State and Local Finance 3 credits

Prerequisite: EC 102

Analysis of state and local government revenue sources, expenditures and fiscal surplus. Problems of intergovernmental fiscal relations are analyzed with particular reference to the State of Massachusetts in its fiscal policies.

EC 302 Economic History of the United States 3 credits

Prerequisite: Any one 3-credit course in Economics

A study of the evolution of the American economy from colonial times to the present. Changes in the structure of the economy are related to the rise and fall of organized economic groups, and their impact on economic as well as social and political institutions. The role of government in economic activity is carefully traced in this context.

EC 303 Economics of Development 3 credits

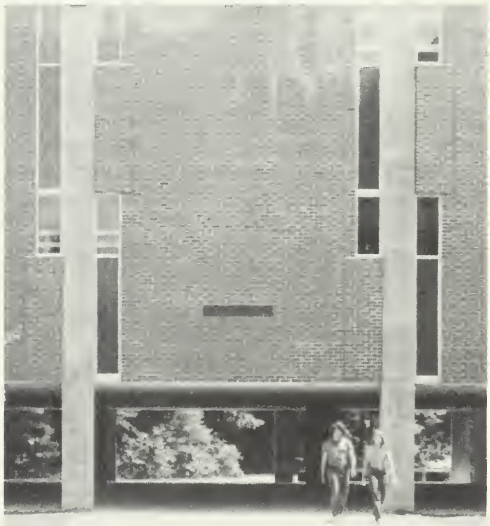
Prerequisite: Any 3-credit course in Economics

Examination and analysis of the major theories of economic development: "surplus labor," capital accumulation, historical and cultural approaches. Investigates principal policy alternatives: foreign trade problems, "choice technique," sectoral balance, education, land reform. Discusses issues in foreign aid and gives a limited number of country studies.

EC 304 Economics of Urban Development 3 credits

Prerequisite: EC 102

An introduction to the urban area as an economic unit. Emphasis is on theoretical and institutional explanation of factors determining the level and distribution of income, growth and stability, and the location of economic activity in metropolitan areas. Topics to be discussed include land use policies, housing, urban renewal, transportation, poverty, and efficient provision of goods and services.



EDUCATION

Robert H. Jackman, *Chairperson*
Bruce J. Gordon, *Coordinator of Special Education*
Barbra A. Holland, *Coordinator of Elementary Education*
Lawrence W. Latour, *Coordinator of Secondary Education*
Joseph F. Comerford
Wanda Cook
Bernard J. Fleury
Elizabeth H. Graves
Robert O. Guilbault
Louise K. Haas
Donald L. Landry
Jennie B. Lesniak
Alex S. Mackertich
Dewey McGowan
John F. Nevins
Linda Nober
Joseph L. Pappalardo
Robert Saisi
G. Frank Sammis
Murray M. Schwartz
Evelyn S. Shapiro
Gary A. Simpkins
Barbara Staniski
Joseph J. Tobia
Edward A. Townsend
George E. Worle

Teacher preparatory curricula represent an integration of the various courses or course sequences offered by the departments within the college. For an individual to achieve professional status as a teacher requires the mastery of a number of interrelated competencies. Each department of the college, therefore, shares responsibility for the development of these competencies as well as contributing to their achievement.

The Department of Education carries primary responsibility for the following:

1. Curriculum for elementary school teachers.
2. Curriculum for teachers in special education.
3. Sequence of professional courses in Education for secondary school teachers.
4. Laboratory School at Westfield State College.
5. Westfield State College Reading Clinic.

Elementary Education is committed to the preparation of students so that they can demonstrate excellence in their teaching. Through the major BSE program, a student has two years in which to acquire a broad base in the liberal arts areas. At the same time during these first two years, the student becomes reacquainted with practical work in the classroom through a teacher-aiding practicum which helps to confirm her/his desire to enter the teaching profession. Concurrently, he/she can begin selecting courses in an area of concentration or in a minor of her/his own interest.

During the last two years, combined with the professional sequence, students can expand their opportunities for a liberal education, complete their area of concentration and gradually become involved in a series of theoretical, simulated, and actual experiences preparing them for student teaching and, ultimately, the completion of their major in elementary education.

The present Elementary Education program allows a student to take 40 hours in a core program for all college students at Westfield, 40 hours of electives (18 of which should be taken in one area as a concentration or minor) and 40 hours in the major. Introduction to Teaching I and II should be taken during two semesters of the Freshman or Sophomore year so that the student can become familiar with the elementary school, obtain in-school experience, and reaffirm her/his desire to continue preparation for teaching in the elementary school.

The student teacher program consists of a full semester of teaching in a classroom during which time no college courses can be taken. Undergraduates completing all the requirements of the Bachelor of Science in Education Degree are recommended by the Department of Education to the certifying officials of the Commonwealth of Massachusetts.

Students may elect to take the second eight-week student teaching experience in an overseas setting.

BACHELOR OF SCIENCE IN EDUCATION — K-3 and 4-6

TOTAL CREDITS — 120
COMMON CORE — 40 credits
ELECTIVES — 40 credits
At least 18 hours in an area of concentration or minor
MAJOR PROGRAM — 40 credits

Introduction to Teaching	2 credits
Psychology of Learning	3 credits
Philosophy of Education	3 credits
Principles of Teaching	4 credits
Teaching of Reading	3 credits
Language Arts	3 credits
Student Teaching	12 credits
Electives in Education	10 credits

COURSES

EE 101 Improvement of Reading 1 Transcript Credit

This course provides students with an opportunity to improve their own personal skills in reading. In addition, through an analysis and application of study skills one can become more efficient in handling college work.

EE 102-103 Introduction to Teaching I & II 1 credit per semester

Assignment to two different school situations provide prospective teachers an opportunity to interact with individuals and small groups in classroom situations. Students visit with cooperating teachers on a one hour basis for a minimum of two semesters. As a result, students are able to determine whether they wish to enter the teaching field and at what levels they would like to teach.

EE 201 Tests & Measurements 3 credits

Underlying mathematical, psychological, and social principles pertaining to evaluation will be examined. Students will apply these principles to standardized and teacher-made tests, both individual and group, verbal and non-verbal, including variations such as criterion-, competency-, and performance-based testing. At all levels tests will be compared, reported and discussed giving reasons pro and con for educational decision-making. A Tests and Measurements Practicum experiences at various levels are utilized whenever possible.

EE 301 Principles of Teaching K-3 4 credits

Prerequisite: Psychology PY 102

Principles of Teaching is designed to provide the background for teaching and learning in the elementary school. The course demands the use of behavioral objectives and competency in the lesson plan structure, unitary procedure, and in the establishment of learning centers. Included in the course are practicums which involve the students in observations and demonstration lessons, working as an aide in an assigned classroom, and micro-teaching experiences. Research reports, completion of prescribed assignments in modules of work and written evaluations of classroom experiences are among course requirements. Illustrative materials and experiences are concentrated on learners in kindergarten through grade three.

EE 302 Principles of Teaching 4-6 4 credits

See description under EE 301.

Assignments, emphases and experiences are directed to learners in grades 4 through 6.

EE 303 Reading: Grades K-3 3 credits

Prerequisite: Psychology PY 102

This course focuses attention on the developmental reading process in the primary grades. Performance based modules aid the student converting reading readiness, word recognition, comprehension, and fluency skills into specific behavioral objectives and related instructional activities. Emphasis is placed on diagnostic teaching and tailoring instruction to the individual. The student will participate in practical exercises using various diagnostic tools, learning systems, and settings. Reading programs currently used in the public school systems are examined for the purpose of evaluation and methods of approach by the teacher.

EE 304 Reading: Grades 4-6 3 credits

This course explores the philosophy and psychology of teaching reading at the 4-6 level and provides opportunities for planning, preparing and teaching different aspects of a reading lesson such as vocabulary development - readiness - skill development - enrichment. Through a modular approach learning for mastery, self-pacing and observable behavior become significant procedural features interrelated to such topics as word recognition, comprehension assessment of reading levels, readiness for reading, and organization of reading programs. Reading programs for this level will be explored as noted in EE 303.

EE 305 Methods & Materials in Language Arts K-3 3 credits

Prerequisite: Psychology PY 102

This course is concerned with those developmental activities that lead to skills and competencies in oral and written communication. Projects and activities focus on the development of skills in speaking, listening, spelling, handwriting, grammar and punctuation, as well as aesthetic activities that include poetry, creative dramatics, creative writing and choral verse. Lesson planning in the above activities and teaching mini lessons are important practical features of this course.

EE 306 Methods & Materials in Language Arts 4-6 3 credits

Prerequisite: Psychology PY 102

Similar to EE 305 but with special emphasis on skills for the upper grades, 4-6, in the areas of listening, writing, and speaking. Observation of lessons, planning, teaching and evaluating lessons provide for student involvement in practical situations.

EE 307 Philosophy of Education 3 credits

The stimulation of creative and critical thought concerning the nature and value of education. The course is designed to examine the kinds of political, moral, epistomological and theological principles which have been used to support various definitions of education and to consider critically the implementation based on these definitions.

EE 308 Kindergarten Curriculum 3 credits

The problems and principles of modern kindergarten education are identified for the students through lectures supported by observations, demonstrations, and assigned aide work in selected classroom settings. Use of developmental and manipulative materials, music and art experiences, the work and play periods, and the development of language skills of the young child will be emphasized in the curriculum content. Reading and number readiness practices will also be studied and evaluated. Units of work in science and social studies related to the world of the five-year old will be prepared as resource units to use as models for the teacher.

EE 309 Children's Literature 3 credits
This course is designed to provide teachers with a background of the major objectives and purposes for children's literature in today's classroom. Major emphasis will be given to the various types of children's literature, ways to share literature effectively with children, the use of media to encourage more reading, and establishing library centers within the classroom setting. Areas of specialization such as award winning books, key illustrators, poetry and traditional literature will also be included in this course. Actual experiences in storytelling will also be provided.

EE 311 Social Studies in the Elementary School 3 credits
This course is designed to require students to be active in examining the basic principles underlying Social Studies and to become aware of unifying concepts and generalizations related to the realities of how people live and interact. Examination of traditional and current Social Studies projects is a matter of concern. Concurrently production of materials and use of procedures promoting apt combinations of cognitive, affective and psychomotor behaviors are expected.

EE 312 Reading and Creative Writing 3 credits
This course is designed to aid the teacher in his own understanding of creative expression as well as to provide a better understanding of basic objectives, techniques, and means to foster creativeness within the actual classroom. A wide variety of creative writing experiences will be explored and identified as well as applied in realistic classroom situations. Creating a positive classroom atmosphere and environment for creativity and establishing learning centers will also be major goals of this course.

EE 313 Listening as an Aspect of Reading 3 credits
Prerequisites: Methods & Materials in Language Arts K-3 or 4-6
This course is designed to provide the teacher with a better understanding of listening as a vital area of the total language arts-reading spectrum. Listening, as a major learning tool, the various types of listening, the need to develop skills for listening, providing for meaningful experiences in listening, and creating the environment for more effective listening are major areas explored. Listening to learn and learning to listen will be emphasized. The course will also provide opportunities to develop resource materials for developing listening centers in actual classrooms.

EE 314 Innovations in Elementary Education 3 credits
Prerequisite: Student Teaching
This is a seminar-type course for students who have completed their student teaching. It includes examining and analyzing a variety of elementary school programs in existence today. As a result of observations made at schools where i.e., individualized instruction, outdoor education, team teaching, open classrooms, learning centers, and multi-age programs, students will design facilities, plan budgets, and develop curriculum for "their" school.

EE 315 Comparative Education 3 credits
This course offers descriptive and analytical examination of differing educational systems as existing in contemporary world society both of developed and developing nations. The focus is for the student to ultimately achieve deeper understandings of the American education system and the relationship of this system to its culture and tradition.

EE 316 Motivational Reading Techniques Through Various Uses of Drama 3 credits
This course deals with those activities that concern themselves with creative dramatics that can be integrated into literature and reading programs. Competence and performance achieved through assignments and projects that focus on creative dramatics, improvisations, role-playing, poetry, choral verse, and the adaptation of basal reader stories into play form.

EE 317 Analysis and Correction of Reading Disabilities 3 credits
Prerequisite: Reading K-3 or 4-6
This course is designed to instruct students in the K-3 and 4-6 sequences with the procedures, techniques, and materials used in diagnosing, prescribing, and remediating individual reading disabilities. Instruction in theoretical background is applied by the completion of a practicum experience with disabled readers.

EE 329 Introduction to Career Education 3 credits
Through this course concepts relating to Career Education will be defined. Developmental activities related to Career Education will be explored in order to implement present areas of concentration in the curriculum. Through an integrated curriculum learning activities which involve the occupational world and its facilities will be specified.

EE 333 Reading Clinic 3 credits
Prerequisite: Analysis and Correction of Reading Disabilities
This is a practicum designed to give each student an in-depth clinical experience in diagnosing, prescribing, and remediating reading disabilities. Course participants will be required to define and manage a remedial program to ameliorate disabilities discovered through diagnostic procedures.

EE 334 Word Analysis Skills 3 credits
In order to teach independent word attack skills effectively to children, all students must themselves possess a comprehensive background of knowledges, skills and appreciations attendant to these skills. The objective of the course is to have prospective teachers demonstrate through daily instruction and practice that they have acquired the background as well as the skills of phonetic and structural analysis.

EE 335 Individualized Instruction in Reading 3 credits
Students study and develop techniques for implementating an individualized program in reading for the elementary grades. Included are the methods of diagnosing and assessing levels of competency of children, procedures for working in an individualized

program, methods of evaluating progress and keeping records. This course examines the values of various approaches to individualized instruction, such as, programming, performance contracting and media oriented learning centers.

EE 338 Student Teaching in the Elementary School I (K-3) 6 credits
Prerequisite: The Professional Sequence
In two different eight-week situations for five hours a day, students teach under the direction of experienced cooperating teachers and under the supervision of college professors. Guide lines for Evaluations are identified in the Westfield State College Student Teaching Handbook. Seminars for all Student Teachers are held with the faculty and college supervisor to help students assess their progress, integrate theory and practice and to provide guidance for lessons to be prepared and taught. No course work may be taken during the semester of Student Teaching. Students are placed at their level in preparation.

EE 339 Student Teaching in the Elementary School II (K-3) 6 credits
Prerequisite: The Professional Sequence
See description under EE 338

EE 340 Student Teaching in the Elementary School I (4-6) 6 credits
Prerequisite: The Professional Sequence
See description under EE 338

EE 341 Student Teaching in the Elementary School II (4-6) 6 credits
Prerequisite: The Professional Sequence
See description under EE 338

EE 347 Multi-Ethnic Literature for the Classroom Teacher 3 credits
Prerequisite: Children's Literature, EE 309
This course is designed to provide the teacher with a better understanding of multi-ethnic groups and their literature, including the African heritage and black literature in today's world, the American Indian heritages, and the Spanish-speaking heritages - Puerto Rican, Chicano, Mexican-American, and Central and South American. Emphasis will be placed on the multi-ethnic literature of today as well as the numerous influences from the past on all forms of children's literature.

EE 399 Independent Study (K-6) 3-6 credits
Elementary Education majors are allowed to receive academic credit, at the rate of three (3) credits per semester up to a maximum of nine (9) credits, for engaging in independent study. Such study is taken as a part of a student's regular course load only. The student engaged in independent study will select and develop topics in the field of Elementary Education and related fields in cooperation with a professor from Elementary Education.

SPECIAL EDUCATION

The Bachelor of Science in Education Degree is offered in Special Education, which represents a program reflecting preparation in Special Education and General Education (Elementary, Secondary, Special Subject or Support certificate). This preparation program provides students with the opportunity to receive dual certification upon completion of the total program. Such certification will enable graduates to be eligible to teach in regular classes in the public school, and also to work with handicapped students in a variety of Special Education assignments, encompassing the total pre-(K-12) program. The preparation also enables the student to work in human service opportunities which are not a part of the public schools.

In 1970, through Chapter 766, the Massachusetts legislature mandated a basic change in the way(s) of providing services for handicapped children. This mandate required that, effective September 1, 1974, handicapped children were to be served noncategorically and within the least restrictive environment. The regulations implementing this mandate clearly indicate the need for special education teachers to provide services to children with a wide range of needs in more normalized settings. Therefore, the Special Education Program reflects the state mandate by providing experience which demonstrate the changes that are occurring in the roles of personnel and administrative arrangements.

The Special Educator is trained in the influence of developmental deviations on growth and learning speech and language development, observation and measurement techniques, selection, adaptation and development of curriculum materials, task analysis, analysis of behavior and classroom management, assessment of specific learning, behavioral and emotional needs, development and implementation of individualized educational plans, habilitation, emotional disturbance and therapeutic techniques. Competencies in these areas are attained through formal course work and supervised practical experiences.

BACHELOR OF SCIENCE IN EDUCATION-SPECIAL EDUCATION

TOTAL CREDITS — 120
COMMON CORE — 40 credits
ELECTIVES — 40 credits
Under advisement

MAJOR REQUIREMENTS — 40 credits

Education of Exceptional Child	3 credits
Nature/Needs of the Mentally Retarded	3 credits
Test and Measurements	3 credits
Career Education in Special Education	3 credits
Methods/Materials in the Education of Children with Special Needs	3 credits
Guidance Services in Special Education	3 credits
Maladjusted Child	3 credits
Introduction to Learning Disabilities	3 credits
Practicum in Learning Disabilities	3 credits
Student Teaching in Special Education	6 credits

(*Prerequisite:* Successful Student-Teaching Experience in Elementary or Secondary Education — 6 credits)

Electives Selected Under Advisement Supporting Special Education Major	7 credits

SP 101 Education of Exceptional Children 3 credits
Attention focused upon the characteristics, needs, and problems of children who are atypical in one or more ways, and on the procedures employed in their care, supervision, and education. Emphasis is placed on educational planning and implementation.

SP 301 Methods & Materials in the Education of Children With Special Needs 3 credits
Prerequisites: SP 101 and 308
Curriculum resources, methods and materials for children with special needs are developed on the basis of diagnosed characteristics of mentally retarded children.

SP 302 Principles of Teaching Special Education 3 credits
Prerequisite: PY 102
See description under EE 301
Emphasis directed to special classes for the mentally retarded grades K through six.

SP 303 Introduction to Special Education 3 credits
This initial course is offered not only for teachers of special classes but also for regular classroom teachers and others who serve exceptional children in any capacity within the educational setting. Concentration will be placed on the characteristics and problems of all types of exceptional children — the handicapped and the gifted — and special emphasis placed on appropriate identification of specific learning disabilities as well as essential educational adaptations and utilization of available resources. As designed, it will provide a comprehensive overview for

general educators, including classroom teachers who work with a large number of children with limited exceptionalities. For individuals planning to specialize in educating exceptional children, it will introduce the many areas of special education. For others, it will provide a basic reference to information concerning the educational programming of exceptional children.

SP 305 Career Education in Special Education 3 credits

(formerly, Arts and Crafts in Special Education)
Prerequisite: SP 308
Non-academic activities that contribute toward the improvement of motor skills, sensory discrimination and aid in the improvement of self-concept, and pre-vocational experiences for exceptional children. Stress is placed on the evaluative process inherent in the arts and crafts program toward their rehabilitation and community placement.

SP 306 Guidance Services in Special Education 3 credits

Prerequisite: SP 308
Introduction to the role of the guidance process in Special Education. Emphasis is placed on the adjustment problems of students with handicapping conditions and their families. Methods and means of assisting handicapped students with personal, educational and vocational problems are studied.

SP 307 The Maladjusted Child 3 credits

Prerequisite: SP 308
Identification and modification of behavior of the emotionally and socially maladjusted child. The home, school, and community are considered in relation to the child's mental health.

SP 308 Introduction to Mental Retardation 3 credits

Prerequisite: SP 101
The causes, incidence, types of mental deficiency, as well as diagnosis and guidance of the retarded. Problems of adjustment in school programs, at home and in the community are stressed. The effect of retardation on learning and social interaction will be considered.

SP 309 Nature and Needs of the Handicapped Child: Diagnosis 2/3 credits

Prerequisite: SP 101
This in-service workshop acquaints participates with types of programs, curriculum modifications and various adjustment problems related to handicapped children. Utilization of existing community resources in the rehabilitation process are explored. (Note: For additional credit, participants will be required to complete individual surveys, evaluated studies and/or special studies in a limited area of interest, under the guidance of a designated staff member.)

SP 310 Practicum: Extreme Learning Disabilities 3 credits

Prerequisite: SP 315
Advanced students are offered guided practicum experiences in selected schools, residential institutions, clinics, or agencies. Practicum experiences are planned individually. Students analyze, evaluate, and report on their experiences.

SP 311 Practicum: Teaching the Emotionally Disturbed 3 credits

Prerequisite: SP 313
Advanced students are offered guided practicum experiences in selected schools, residential institutions, clinics, or agencies. Practicum experiences are planned individually. Students analyze, evaluate, and report on their experiences.

SP 312 Practicum: Teaching the Mentally Retarded 3 credits

Prerequisite: SP 301
Advanced students are offered guided practicum experiences in selected schools, residential institutions, clinics, or agencies. Practicum experiences are planned individually. Students analyze, evaluate, and report on their experiences.

SP 313 Special Program Methods for Emotionally Disturbed Children 3 credits

Prerequisites: SP 102 and SP 307
This course includes programs, methods, curriculum, and materials used in the education of the child who is emotionally disturbed; the role of the teacher in relation to the other members of the team representing medicine, psychiatry, social work, and psychology; use of resources, records, and report; study of problems in organization and management.

SP 315 Introduction to Learning Disabilities 3 credits

Prerequisite: SP 301
Survey of remedial education, factors associated with underachievement; general principles of diagnosis and remediation; diagnostic instruments and remedial resources. The course serves as an introduction to learning disabilities.

SP 318 Student Teaching in Special Education 6 credits

Prerequisite: Permission of the Coordinator and completion of student teaching in a regular classroom for one eight-week period. See EE 338/340 and SE 309 for additional information.

SP 320 Curriculum Construction and Evaluation for Children with Behavior and Learning Difficulties 3 credits

A group discussion course structured to explore the problems of curriculum design, including process vs. content concerns. There will be an examination of school curriculum as an influence on children's learning and behavior, including an analysis of known intervention strategies. Specific attention will be devoted to curriculum evaluation methodology for children with behavioral learning difficulties.

SP 321 Developing and Administering Community-Based Group Homes 3 credits

This course focuses upon the procedures and methods of programming needed for providing a smooth tran-

sitional period from the various diverse settings to the actual semi-independent/independent community placement. The half-way house, alternative living facilities, sheltered workshop, etc. are discussed on a detailed basis.

SP 322 The Disadvantaged Child 3 credits
Discussion of children from various ethnic, cultural and linguistic backgrounds in terms of their physical, social, emotional, economic, psychological and educational needs. Emphasis placed on causal factors as well as factors affecting successful educational practice.

SP 323 Methods of Teaching the Disadvantaged 3 credits
An understanding of educational problems of the disadvantaged child. Techniques for organizing and providing Special Education experiences for students who are from deprived or culturally different backgrounds. Special problems include relevant teacher attitudes, experimental background, self-concept, language development and unique learning difficulties.

SP 324 Seminar: Early Intervention for Young Children with Special Needs 3 credits
Review of the basic curriculum areas as they relate to the development of readiness skills in Special Education. Discussion of concepts and topics pertinent to the education of young exceptional children. Application of learning patterns to the education of children with disabilities.

SP 325 Education and Training of the Substantially Handicapped Student 3 credits
Survey of characteristics and learning patterns of children with severe disabilities. Specialized programs, techniques and methods for teaching children with severe disabilities.

SECONDARY EDUCATION

Secondary Education provides the student with the basic tools for teaching in an academic discipline at the secondary level. Methods and techniques in the individual academic subjects are emphasized so the student becomes skilled in the communication of the principles and concepts basic to the academic subject area. The program is structured so the student gains exposure to actual classroom situations from the beginning, usually not later than a sophomore year, and thus is better able to form a judgment regarding a future career in teaching. With emphasis on content in the academic discipline as a base and intense preparation in simulated and actual teaching situations, the student is equipped with the essentials for success in the field.

A student may elect to prepare for teaching at the secondary level in any one (or a combination of) the following areas: Art, Biology, English, Physical Science, History and Government, Mathematics, Modern Foreign Languages, Music, Physical Education, Psychology, Social Science, and Special Education.

Students who elect the professional sequence follow a program that meets certification requirements in the United States and American schools abroad. Students who successfully complete the professional sequence are recommended by the Department of Education to the certifying officials of the Commonwealth of Massachusetts.

The preferred program is:

	Credits
Structure & Functions of Secondary School	3
Psychology of Learning	3
Philosophy of Education *or*	3
Historical Foundation of Education	3
Teaching & Learning: Secondary School	4
Student Teaching	6
Education Electives	6
	25

All courses in Secondary Education except Teaching and Learning: Secondary School are offered for three (3) credits on an 8-week, double-class schedule. Teaching and Learning is a 4-credit interdepartmental course which meets on a 16-week, double-class schedule. The Student Teaching and the Community Service Program are 6-credit, 8-week courses which are offered twice each semester.

Those who plan to prepare for secondary school certification should know that:
It is strongly recommended that students take Structure and Functions of the Secondary School during the second semester of their freshmen year and at least by the close of their sophomore year to acquaint them with the roles (responsibility and authority) of the separate components that make up the secondary school system.

To be eligible for student teaching the candidate must have the recommendation of:

her/his Teaching and Learning Team
her/his Academic Department Chairperson
the Chairperson, Department of Education.

Students may elect an 8-week or a 16-week student teaching experience.

Students may elect a second 8-week student teaching experience in an overseas setting.

Secondary Education also offers a community service program. This 8-week, six credit program provides field work for those students who wish to augment their teacher certification sequence with additional clinical experiences. Students not pursuing teacher certification are also eligible for this program.

Freshmen students who plan to follow the professional sequence in Secondary Education should make an appointment to see the Coordinator of Secondary Education.

COURSES

SE 101 Structure and Functions of the Secondary School 3 credits

Discussion of various aspects of the secondary school program including co-curricular activities, scheduling, fiscal procedures, legal responsibilities, public relations, systemic environment, and other areas of relationships and interaction. Emphasis will be placed upon the interdependence of the separate components of the modern secondary school and the role functions of the secondary school. On site visits to selected secondary schools, research projects (group and individual), and evening discussion panels with members of the various components will be part of the course requirements.

SE 201 Educational Philosophy and the Secondary School 3 credits

Study of the relationship between philosophic principles and the actual day-to-day practice of education at the secondary level. Discussion of basic philosophical questions; detailed description and analysis of the principal types of philosophical thought; appraisal of the impact of the major philosophies upon new practices as well as long-established procedures in secondary education.

SE 202 Student Evaluation in the Secondary School 3 credits

Appraisal of the development and significance of educational measurements as they relate to the secondary school student. Emphasis on uses and limitations of standardized tests; construction, validation,

and limitations of classroom tests; analysis, interpretation, and utilization of test results.

SE 203 Teaching and Learning: Secondary Level 3 credits

Preparation for direct experience at the secondary level. In-depth study of the: evaluation of educational principles viewed empirically; basic needs of the secondary school student; determinants of attitude and motivation in relation to the secondary school student's immediate and long-range goals; general and specific teaching methods. Emphasis on flexibility in selection and utilization of teaching methods. Interdepartmental team teaching to include large groups, small groups, and individualized instruction. The student will be provided with pre-student teaching classroom observation and clinical experience.

SE 204 Contemporary Issues in Secondary Education 3 credits

Analysis of major social forces affecting secondary education. Exploration of various underlying educational policies, examination of contemporary social, cultural, economic, and political issues and their impact on the secondary school.

SE 205 Interpersonal Relations in the Classroom 3 credits

Examination and analysis of the theory and practice of interpersonal and group relations. Appraisal of the processes which produce greater awareness of oneself, heightened sensitivity to others, and improved human relations in classroom practice. Emphasis upon learning to deal with individuals and groups with greater understanding and skill.

SE 206 The Middle School 3 credits

An exploration of the ideas which underlie the conception, development, purposes, organization, and curricula of the middle school. Instruction and guidance functions will be considered in relation to the needs and characteristics of young adolescents.

SE 207 The Inner-City Secondary School 3 credits

Analysis of the recent socio-economic and cultural developments affecting secondary education in the inner-city. Factors which impede the teaching-learning process in the inner-city secondary school will be studied: poverty, migrations south to north and from country to city; technological change and its increasing demands on schooling; differences in culture and value systems; cognitive and linguistic disadvantages. On site visits to selected secondary schools will be part of the course requirements.

SE 208 Community Service Placement 3 credits

Involves eight weeks of field work experiences in selected area agencies which are applicable to the occupational interests of the student but does *not* lead toward teacher certification. Provides the student the opportunity to apply, test, evaluate, and integrate in a responsible professional activity the knowledge, attitudes, and skills he has learned in the classroom.

SE 209 Teaching Reading in the Secondary School 3 credits

The psychology of the reading process will be presented through applying the basic concepts in the field of reading at the secondary level. Participants will examine the structure of word recognition, word study skills, evaluation within reading, critical reading; and rate and comprehension. Concurrently, students will examine developmental reading programs and apply procedures and techniques for teaching in the subject matter areas.

SE 301 Historical Foundations of Education 3 credits

Discussion of the American school from the colonial era to the present — its ideas, movements, intentions, goals — in the context of other social movements to enable the student to better evaluate current educational problems and to be better prepared to participate in making educational policies that will further the needs of American society. Emphasis will be placed upon the historical development of the American secondary school.

SE 302 Curriculum Development in the Secondary School 3 credits

Discussion of the issues involved in program development at the secondary level. Analysis of factors which aid or impede curriculum change, including philosophic bases, social-cultural forces, and other values underlying various approaches to curriculum development and revision. Examination of current trends in secondary school curriculum.

SE 303 Methods and Materials in Driver Education 3 credits

Examinations of teaching methods and materials utilized in the instruction of non-licensed drivers and licensed drivers seeking additional proficiency. Particular emphasis will be placed upon psychological and attitudinal problems of driver behavior through a combination of lectures, seminars, individual and group presentations, guest lectures, audio-visuals, and on-the-road instruction.

SE 304 Introduction to Data Processing 3 credits

Introduction to the basic rudiments of unit record and computer equipment, including both hardware and software used in data processing installations. Included will be an examination of programs used for administrative, instructional, business, and research purposes that require modern data processing equipment. Both old and new data processing techniques, with their associated advantages and disadvantages, will be examined in detail. Opportunity for viewing some of the equipment discussed will be possible both on and off campus. Guest speakers will be used when available for areas requiring more technical knowledge and equipment, such as *Shared time* programming. It is intended that this course will be of a familiarization nature rather than one which would lead to the acquisition of specific skills to be used in data processing.

SE 309
SE 310 Student Teaching I, II

Involves eight-weeks of student teaching in a selected secondary school under the joint supervision of an experienced cooperating teacher and college super-

visors. The student assumes increasing responsibility for classroom instruction and for extra-class activities expected of a teacher within a subject field. The student also participates in the seminars concerned with his/her teaching experiences.

WESTFIELD STATE COLLEGE LABORATORY SCHOOL

Dr. Robert H. Jackman, *Chairperson, Department of Education*
Mr. Thomas McManus, *Principal, Juniper Park Laboratory School*

Westfield State College has one laboratory school, Juniper Park, that accommodates children in grades kindergarten through grade five. The teachers in Juniper Park are master critic teachers who work cooperatively with members of the Department of Education. The laboratory school serves as a demonstration center, and as a model for innovations in education, such as; team-teaching, learning centers, individualized instruction. Westfield State College students may observe, tutor, prepare curriculum units as well as have the opportunity to student teach in different teaching settings at Juniper Park.

The Juniper Park School is also used by other disciplines for observation and participation. The Art, Music, Physical Education, and Psychology Departments have utilized the laboratory school for on-campus and long-term field experiences.

The Chairperson of the Department of Education has the main responsibility for coordinating and supervising programs and activities in the campus laboratory school. This responsibility also includes: effecting a close liaison between the College, the City of Westfield school officials, the Commonwealth and the laboratory school.

WESTFIELD STATE COLLEGE READING CLINIC

The Reading Clinic regularly serves three functions. One is to provide diagnostic service, a second is in setting up viable remedial programs, and the third is to promote an interest in improving reading instruction at all levels.

To the extent that funds and staff permit, the following functions are part of the promotion of interest in improving reading instruction.

1. Sponsoring seminars and conferences on reading topics
2. Consultant service for school systems
3. Evaluation of reading programs
4. Research directed toward improving reading instruction

ENGLISH

Edward C. Powers, *Chairperson*
Edgar C. Alward
Amico J. Barone
George C. Camara
Porter D. H. Cole
George A. Curtin
Abe Delson*
Wallace L. Goldstein
Robert R. Lehan
Celeste M. Loughman
Frank E. Mello
Margaret A. Moran
Bette Roberts
Frank A. Salvidio
Philip C. Shepardson
Stephen Sossaman
Barbara A. Welch

The English department offers courses in writing, literature, language, speech, communications, journalism and theater arts. A major is offered with concentrations in literature, communications, journalism, speech and theatre, secondary school teacher preparation, and the teaching of English as a second language. Minors are also available in literature, communications, journalism and theater arts.

All students must complete EN 101-102, English Composition I-II. These two courses constitute a unit which students must complete within the first two semesters they are enrolled at Westfield. Any exceptions to this policy must be approved by the Chairman of the English department.**

Most of the department's other courses are open to properly qualified students, regardless of major. Independent study programs may be arranged. The department sponsors a chapter of the national honor society for students of English, Lambda Iota Tau; a chapter of Alpha Psi Omega (Pi/Psi cast), national honor society for students of drama; and locally, the Footlighters Drama Club.

Students majoring in English must earn a minimum of 30 credits in English, in addition to 6 credits in English Composition I-II. Those majoring in English must also fulfill a foreign language requirement. Six credits of any modern foreign language at the intermediate level satisfies this requirement. The requirement may also be met by passing a national testing service examination (e.g., CLEP) or one administered by the College's Department of Modern Foreign Languages.

Requirements for the several concentrations are as follows:

LITERATURE AND/OR SECONDARY SCHOOL TEACHING

The following courses are required of English majors, both freshman and transfer, admitted in September 1976 or later if they choose to concentrate in literature and/or secondary school teacher preparation:

1. EN 211-212, English Literature Survey I-II (6 credits)
2. One nineteenth-century period course: either EN 332, Romantic Literature; or EN 319, Victorian Literature (3 credits)
3. Either EN 317, Shakespeare I or EN 318, Shakespeare II (3 credits)
4. EN 216, Nineteenth-century American Literature (3 credits)
5. EN 217, Modern American Literature (3 credits)

Those students preparing to teach in secondary schools must also complete either Structure of Modern English (EN 349) or History of the English Language (EN 348) and Teaching English in Secondary School (EN 351).

SPEECH AND THEATRE

This concentration serves as preparation for those students who wish to prepare for a career in either professional or educational theatre. English majors concentrating in speech and theatre must complete at least 40 aggregate hours in speech/theatre arts/communications. All students, majors and theatre arts minors alike, must also become members of The Footlighters Drama Club and participate in its activities for six semesters.

Courses open to students of speech and theatre are these:

EN 103	Speech
EN 104	Intro. to Theatre
EN 223	Oral Interpretation
EN 225	Theatre Arts
EN 303	Intro. to Speech Pathology
EN 304	Science of Speech and Voice
EN 306	Speech Reading and Auditory Training
EN 307	Speech Therapy Practicum
EN 308	Phonetics
EN 309	Diagnostic and Hearing Testing
EN 329	Language Disorders in Children and Adults
EN 336	Trends in Dramatic Literature

*On Sabbatical Leave, fall semester 1976.
**Approved 11 May 1976 by College Curriculum Committee.

EN 352	Acting I
EN 353	Theatre Workshop
EN 354	Vocal Techniques for the Stage
EN 355	Directing I
EN 356	Stagecraft & Design
EN 357	Acting II
EN 358	Methods of Teaching Speech/Theatre in Secondary Schools
EN 359	Stage Movement I
EN 360	Stage Movement II
EN 362	Research Seminar in Speech/Theatre
EN 363	Student Teaching & Seminar
EN 365	Dramatic Criticism
EN 366	Dramatic Literature
EN 367	Film Theory & Criticism
EN 368	Directing II
EN 369	History of the Theatre
EN 370	Modern Drama
EN 371	Playwriting
EN 378	Writing for Television
EN 391	Speaking on Radio & Television

SECONDARY SCHOOL TEACHER PREPARATION

Students expecting to teach in the secondary schools should follow a recommended education sequence. The education sequence is as follows: Psychology of Learning, Adolescent Psychology, Teaching English in Secondary School, and Philosophy of Education or Historical Foundations of Education. Student teaching is usually done during the seventh semester.

The English Department is responsible for directing the TESL (Teaching English as a Second Language) Program, which prepares students to teach English to pupils whose native language is not English. English majors are able to pursue a concentration in TESL. Since specific skills are required of teachers of English as a second language, additional courses are required. Interested students should consult this catalogue's section of Bi-lingual Education for further information about these requirements.

COMMUNICATIONS/ JOURNALISM

Those English majors concentrating in communications/journalism must complete the following:

1. 12/15 credits of literature courses approved by an advisor
2. Introduction to General Semantics, History of the English Language or Structure of Modern English (3 credits)
3. 15 credits chosen from among these courses (asterisks indicate courses required for the minor in journalism)

EN 347	Advanced Writing Techniques
EN 346	Creative Writing
EN 365	Dramatic Criticism
EN 377	Feature Writing*
EN 367	Film Theory and Criticism
EN 375	History and Development of Motion Pictures
EN 374	Journalism I*
EN 393	Journalism II*
EN 392	News Editing*
EN 250	Oral Interpretation of Literature
EN 371	Playwriting
EN 380	Practicum in English
EN 395	Speaking on Radio and Television
EN 103	Speech
EN 378	Writing for Television

Students minoring in Journalism just join the staff of the student newspaper (The Owl) for a minimum of four semesters.

PRACTICUM IN ENGLISH

Of special interest to English majors is the Practicum in English (EN 380). Through the Practicum, students can earn college credit for a full-time off-campus work experience. Such experiences are often the beginning of lifetime vocational decisions. The practicum is particularly useful to English majors seeking career alternatives to teaching.

COURSES

EN 100 Learning English as a Second Language 0 credit

Designed to teach English language skills to students whose native language is not English. A thorough study is made of the American English sound system, sentence patterns, vocabulary, transforms, and modification. In addition, students will have an opportunity to study American culture through language habits.

EN 101 & 102 English Composition I & II 6 credits

An intensive course in writing. In the Fall semester fundamentals of writing are stressed, including rhetoric, syntax, sentence structure, paragraph development and the writing of complete themes. An introduction to literature comes in the Spring semester during which the various types of fiction, drama and poetry are studied. Emphasis is on writing themes taken from literature. The research paper is also studied. Successful completion of this course is a prerequisite for all other English courses offered.

EN 103 Speech 3 credits

A course that gives students an opportunity to practice the fundamental principles or oral communication. It includes experience in organizing and delivering various kinds of talks, participating in group and panel discussions, and evaluating speech habits. Voice quality, articulation and pronunciation are studied.

EN 104 Introduction to the Theatre 3 credits

This course will acquaint interested students with the origins and nature of drama, dramatic literature and, in general, with major historical periods of Western theatre. Moreover, the theory and practice of the theatre arts of playwriting, acting, directing, set and lighting design, theatre architecture, costuming and makeup, technical production and theatre management will be studied and considered in the light of their creative and cultural impact on playgoers and playreaders, past and present.

EN 201 Tutoring in English Language Skills 3 transcript credits

Tutoring other Westfield students in fundamentals of writing and reading English, including grammar, usage, organization of written work, and research methods. Regular seminar with other tutors and the instructor on the selection and use of materials, diagnosis of skill needed, and the dynamics of peer tutoring.

EN 202 Discussion and Parliamentary Procedure 3 credits

A study of the different kinds of discussions and their purposes, and the technicalities and purposes of parliamentary law. Students will participate in all kinds of discussion groups and will engage in parliamentary debate as participants and leaders.

EN 203 English for Business Use 3 credits

The course is designed to teach effective writing techniques for specific application to business and to give students experience in the preparation of a variety of business letters and reports. The form, structure, and content of business communications will be covered, with emphasis on the use of clear, concise accurate language free of jargon.

EN 211 English Literature I 3 credits

Reading and discussion of representative major works and selections in English Literature from *Beowulf* to the conclusion of the Elizabethan period (c. 1603), including Shakespeare and Donne. The chronological development of English literature will be stressed. This course is required of all English majors specializing in literature and secondary school teaching.

EN 212 English Literature II 3 credits
Reading and discussion of representative major works and selections in English literature from the beginning of the Seventeenth century through the era of the pre-Romantics. This course is required of all English majors specializing in literature and secondary school teaching.

EN 213 Major British Writers 3 credits
Designed for non-English majors, the course consists of a study of the most prominent writers of English literature through representative selections.

EN 215 Major American Writers 3 credits
Designed for non-English majors, the course consists of a study of the most prominent writers of American literature through representative selections.

EN 216 19th Century American Literature 3 credits
The course surveys the major figures of the century from Poe to James. Attention is directed toward the cultural and historical context of our literature. This course is required of all English majors specializing in literature and secondary school teaching.

EN 217 Modern American Literature 3 credits
This course is a study of 20th century American literature in the light of significant social and literary trends. Featured are major authors from Dreiser through O'Neill to Hemingway. This course is required of all English majors.

EN 221 World Literature I 3 credits
A comparative study of literature in the Western world presented through lectures and the reading and discussion of masterpieces in translation. Included are such works as *The Aeneid, The Divine Comedy,* Greek dramas and selected works of Plato, Homer, Cervantes, and others.

EN 222 World Literature II 3 credits
A continuation of 221 featuring outstanding works in translation. Representative writers included may be Rousseau, Goethe, Balzac, Flaubert, Dostoevsky, Rimbauld, Gide, and others.

EN 223 The Bible as Literature 3 credits
An examination of the Bible's legends, folk tales, songs, and historical narratives in relation to classical mythology as seminal ideas and themes in English literature.

EN 224 Black American.merican Literature 3 credits
Critical study of the Black in American Literature from two vantage points: The new image of the Black in the works of major American writers, and the image of the Black and of Americans in work created by American Black writers.

EN 225 The Short Story 3 credits
Extensive readings of short stories of various periods representing different countries. Special attention is given to the theme and form of each story.

EN 226 Literature By and About Women 3 credits
Prerequisites: EN 101 and EN 102 plus any course in literature
A consideration of literary works (in different genres and from different eras) which include stereotyped images of women. The course will examine writings by both male and female authors in an attempt to compare or contrast disparate visions of the woman in life roles.

EN 227 Contemporary Literature 3 credits
A study of various types of literature of the 20th century and the influence of the period on such literature. Plays, different forms of fiction, and poetry are read and discussed.

EN 228 Shakespeare: Nine Plays 3 credits
Designed for students who are not majoring in English, this course provides a basic knowledge of Shakespeare's dramatic forms, poetry, characterization, theatrical method, and insight into human nature. No student may receive credit for this course and either EN 317 (Shakespeare I) or EN 318 (Shakespeare II).

EN 250 Oral Interpretation 3 credits
This course will be geared towards aiding those students interested in broadcasting, acting, or teaching careers. In an informal group setting, the student will pursue the heightening and sharing of his own sensitivities in relation to a wide choice of written materials including drama, children's literature, documentaries, fiction, editorials, scripts, and poetry. At the same time, the course will concentrate on using and developing the full range of the voice as the vehicle to communicate the student's sensitivities and interpretations.

EN 251 Theatre Arts 3 credits
A course designed to give the student a better understanding of the art of the theatre as a medium of culture. Students will become acquainted with lighting for the stage, costume and stage design, and make-up. As a part of the course, students will have an opportunity to gain first-hand experience in working in play productions by participating in them.

EN 252 Theatre Practice 1 transcript credit
Designed specifically for those students who will take part in the major production of the semester, non-theatre minors included. As actors, stagehands or those participating in costume, scenic design or lighting, their work will be evaluated by the director of the production. All English majors with a concentration in speech/theatre and theatre minors are expected to register for theatre practice for at least six semesters.

EN 301 Advanced Oral Communications 3 credits
An opportunity for students interested in advanced speech work to acquire special training in group leadership, debating, oratory and oral interpretation.

EN 302 Introduction to General Semantics 3 credits
A study of the meaning in language, and examination of the basic relationships between language and the human beings who create, use and respond to it. Special attention is given to critical concepts (e.g., syntactics, semantics, and especially pragmatics) and devices such as generalization, inference, indexing, abstraction levels, multi-valued orientations, etc. In short, fundamental aspects of communication.

EN 303 Introduction to Speech Pathology 3 credits
This course will acquaint the students with some of the diagnostic and therapeutic procedures and materials used in dealing with common speech disorders. Emphasis will be on the normal development of speech and language that may be deviant, i.e., articulation problems, stuttering, and luctional voice disorders.

EN 304 Science of Speech and Voice 3 credits
An analysis of the scientific aspects of oral communication and a study of the normal and disturbed functions of the nervous system as these relate to speech, voice, language, and hearing. Anatomy and Physiology of these mechanisms with emphasis on the physics of speech and the psychophysics of hearing will be stressed.

EN 305 Speech Correction in the Classroom 3 credits
The main objective of this course is to provide the classroom teacher with a general background of speech and hearing problems which will enable them to recognize said problems and take part in the correction. The course will describe, also, the various methods and materials that may be used for the improvement of speaking in the classroom.

EN 306 Speech Reading and Auditory Training 3 credits
Prerequisite: EN 308
Theory and methods of teaching speech reading to children and adults; survey of classical speech reading procedures; emphasis on a combined approach of speech reading, auditory training and speeh/language development.

EN 307 Speech Therapy Practicum 3 credits
Prerequisite: EN 303
Diagnostic and therapy techniques used with children and adults having speech disorders. Discussions, demonstrations, and laboratory practice. Includes consideration of, and practice with, individual and group therapy.

EN 308 Phonetics 3 credits
Introduction to phonetics as a science. Application of the International Phonetic Alphabet to the sounds of American English. Detailed analysis of vowel and consonant sounds. Standards of pronunciation. Study and transcription of American and foreign dialects. Use of the I.P.A. in speech and hearing disorders.

EN 309 Diagnostic and Hearing Testing 3 credits
Prerequisite: EN 306
Diagnostic and therapy techniques for children and adults with hearing disorders. Interview techniques and history taking. Special techniques for audiological evaluation of the non-verbal child; current medical and surgical correction of hearing loss; pure tone audiometry and audiogram interpretation essential to hearing testing.

EN 310 The Irish in Literature 3 credits
The study of writings by both Irish and American-Irish writers. Works will be considered in the light of late 19th & 20th century history and sociology. Authors to be represented include O'Casey, Joyce, Yeats, Synge, Behan, Hale, O'Connor, Farrell, Cleeve, and O'Hara.

EN 311 The British Novel 3 credits
A reading and discussion of the major novelists from the 18th century to the present. The course is occasionally presented in the form of a seminar.

EN 312 Elizabethan Literature 3 credits
A study of the outstanding literature of this period (excluding Shakespeare) along with the thought reflected in such literature.

EN 313 Medieval English Literature 3 credits
A study of the outstanding English literature of the 12th, 13th, 14th, and 15th centuries (excluding Chaucer). Poems, dramas, sermons, and other prose works will be studied in the perspective of literary and historical traditions.

EN 314 Milton 3 credits
A study of the man and his works including *Paradise Lost* and selected poetry and prose.

EN 315 17th Century English Literature 3 credits
Literature of this period from Donne and Jacobean drama to Marvell and Dryden.

EN 317 Shakespeare I 3 credits
A study of the tragedies and early comedies of Shakespeare including some consideration of his sources, his use of Elizabethan ideas, and his theatre.

EN 318 Shakespeare II 3 credits
A study of the historical plays and later comedies.

EN 319 Victorian Literature 3 credits
A study of the prose and poetry of the major writers of the Victorian period.

EN 320 Chaucer 3 credits
Readings will include *The Canterbury Tales* and other selected works, with as much attention to Middle English as is necessary to an understanding of the texts.

EN 321 Irish Theatre 3 credits
A course in the development of modern Irish theatre from its origins at the turn of the 20th century to the present. The plays and artistic credos of Yeats, Shaw, Lady Gregory, Synge, O'Casey and Behan will be studies for the course in addition to the representative works of other important Irish dramatists.

EN 323 The American Novel 3 credits
Students will read at least one major work of fiction of a selected group of American novelists beginning with those of the mid-nineteenth century and including others to the present day. Readings will be both intensive and extensive.

EN 325 American Fiction: The Romantic & The Gothic 3 credits
Prerequisites: EN 215, 216 or 217
This course will survey nineteenth and twentieth century American works which explore unusual experiences and heightened states of consciousness; and show a fascination with the mysterious, the magical, and the melodramatic. Writers to be considered include Charles Brockden Brown, Poe, Hawthorne,

Melville, James, Lovecraft, Faulkner, Flannery O'Connor, and Vonnegut.

EN 327 Life and Literature in America 3 credits

To acquaint the student with the broad background of American cultural life and thought between the two World Wars. The major focus is on literature; the student will study selected poetry, drama and fiction of the period. Other departments, however, will provide lectures offering relevant material in the development of art, economics, music, sociology and other selected subjects.

EN 329 Language Disorders in Children and Adults 3 credits

Prerequisite: Introduction to Speech Pathology. Speech Correction in the Classroom

A course that will deal with the problems of differential diagnosis of neurological impairments in both children and adults. Emphasis will be on adult aphasia, and children with language, auditory, intellectual or psychological problems. Observation in therapeutic procedures in treating clients with neurological involvement will be made.

EN 332 Romantic Literature 3 credits

A study of the prose and poetry of the major writers of the Romantic Age. The course satisfies the period requirement for English majors.

EN 333 Representative European Novelists 3 credits

To acquaint advanced students of literature with novelistic approaches to modern European literature, placing special emphasis on the representative writings of such significant authors as Joyce, Mann, Kafka, Camus, Gide and others. Study will include structural and stylistic analyses.

EN 336 Contemporary Trends in Dramatic Literature 3 credits

Prerequisites: EN 366 or EN 370

To acquaint the student with theatrical trends in Europe and America and features outstanding playwrights who have been influenced by the works of Artland and Brecht, Grotowski and the surrealists, as well as modern writers of dramatic theory. A study of play form and techniques will also be emphasized.

EN 337 Europe and Western Literature (Field Study) 3 credits

A course designed to make the best use of firsthand experiences of the cultural legacy of Western Europe (performing arts, museums, historical sites, etc.) as a means of gaining further insight into the values, meanings, and styles of major literary works in Western Literature. Students will combine a two-three week period of organized and supervised travel in Europe with subsequent attendance at seminars and development of papers to articulate their newly acquired understanding of their readings of particular literary works.

EN 338 High School Literature and the Adolescent 3 credits

A detailed examination of the teaching of literature in the junior and senior high school, with emphasis on literature written expressly for adolescents. Attention will also be given to related matters: (1) the objectives and functions of literature study interspersed and in the entire school program; (2) a pedagogical approach to major genres; (3) new approaches to literature study; (4) methods of teaching reading. In short, this course ought to aid teachers who wish to improve the way they teach literature to their students.

EN 339 Literature of the 18th Century 3 credits

Students will study Swift, Pope, Jonson, and other major writers of the century.

EN 341 Seminar in Major British and American Authors 3 credits

A study of significant works by major literary figures. Each seminar will feature the works of one or two literary figures. The names of the figures will be announced in advance of the seminar and will be included in the course title.

EN 342 Research Seminar in English 6 credits

Advanced work in English which will include guided individual study of an approved topic, and the reading of a prescribed list of books drawn from English and American literature. Members of the department will assist those students whose special interests coincide with the specialized area of the instructors. Students must have the approval of the department chairman to take this course.

EN 344 Studies in Satire 3 credits

This course is a study of the development of English satire to the present, examining its gradual and skillful integration of three basic elements: invotive, burlesque, and irony. To avoid simplistic judgements, the course will include readings in both theory and practice.

EN 346 Creative Writing 3 credits

A course for qualified students interested in identifying and developing their special writing abilities. The techniques of writing fiction, drama, and verse will be studied.

EN 347 Advanced Writing Techniques 3 credits

Practice in writing diverse types of composition with an opportunity to evaluate and be evaluated. Students will study special techniques of writing. The reading and discussion of essays of excellence will be required.

EN 348 History of the English Language 3 credits

A study of the development of English from its Indo-European origins to the present day, including an historical survey of changes in structure, sounds, and meaning.

EN 349 The Structure of Modern English 3 credits

A study of the origin and development of the English language with emphasis on its present structure and usage. Required of all English majors interested in becoming secondary school teachers.

EN 350 Teaching English as a Second Language 3 credits

A course designed to acquaint students with the theories of teaching English to those whose native

tongue is not English. A study will be made of teaching the speech sounds and stresses, sentence structure, and vocabulary. Procedures for dealing with the special problems of the non-native speaker will be stressed.

EN 351 Teaching English in the Secondary School 3 credits
Information and philosophy about teaching English to prepare the teacher to assess his own teaching and maintain quality instruction. Includes modern approaches to literary significance, varieties of usage, new approaches to the study of grammar, handling of written work, contribution of semantics, study of textbooks, observation of superior instruction, survey of professional organizations.

EN 352 Acting I 3 credits
Prerequisite: EN 225
An introductory course in the art and craft of the actor; designed to make the student aware of both his outer and inner resources and to provide him with work-habits and tools which will help him to approach the actor's task with understanding.

EN 353 Theatre Workshop 6 credits
A six credit course consisting of theory and practice as well as seminars in acting, directing and theatre arts. In addition, participants will perform in six one-act plays, each of which will be staged at the college theatre.

EN 354 Vocal Techniques for the Stage 3 credits
Prerequisite: EN 225
Fundamentals of learning effective vocal production for the theatre, with special emphasis in areas of interpretation and character analysis, clarity and quality of voice for performance.

EN 355 Directing I 3 credits
Prerequisites: EN 225 and EN 352
A course in the process of play direction. Styles and techniques in directing will be emphasized with practice in the staging of scenes from representational plays.

EN 356 Stagecraft and Design 3 credits
Prerequisite: EN 225
This course will consist of a study of the visual elements of theatre, the theories of stage design color and line, and the building and painting of scenery. Consideration will also be given problems of lighting and make-up and their relationship to play production. An extension of Theatre Arts, but dealing more with theory.

EN 357 Acting II 3 credits
Prerequisite: EN 352
Working on a role. The creation of simple reality through listening, talking, body and voice control, and character justification as applied to actual texts; breakdown of the inner action and visual score of the role, including exercises and experiments in imagery and rhythm; scenes and one-act plays will be presented in class with class analysis and criticism as learning reinforcement.

EN 358 Methods of Teaching Speech and Theatre in the Secondary School 3 credits
Prerequisite: Departmental approval
Curricular and extra curricular application of dramatization in secondary schools; methods and materials for teaching Speech and Theatre in the classroom, including voice, oral interpretation, articulation and pronunciation, choral speaking, debate, and dramatic activities will be evaluated and implemented.

EN 359 Stage Movement I 1 credit
A study in modern dance techniques and how they apply to the actor. Exploration of the media of the body, including use of rhythm, dynamics, space, design, gesture, improvisation, and character delineation.

EN 360 Stage Movement II 1 credit
Prerequisite: EN 359
Continuation of Stage Movement I. More advanced techniques will be explored and further work will be undertaken in improvisation, introduction to kinetic pantomime, and usage of the spoken word, together with dance and movement, will also be included.

EN 361 Debate Seminar 3 credits
Prerequisite: Discussion and Paliamentary Procedures
Advanced research in debating. Principles of argumentation and debate, including analysis, briefing, and evidence will be explored. Practice and actual debate will also be included.

EN 362 Research Seminar in Speech and Theatre 3 credits
Prerequisite: Departmental approval
Advanced research in Speech and Theatre, and mass communications, which will include guided individual study of an approved topic of research in speech, theatre and mass communications. Members of the department will assist and guide those students whose special interests coincide with the specialized areas of the instructors. Students majoring in Speech and Theatre will be required to take this course.

EN 363 Student Teaching and Seminar (Speech-Theatre) 6 credits
Prerequisite: Departmental approval
Classroom practice teaching in the disciplines of Speech and Theatre, usually involving with it production within the schools concerned with a play, workshop activity, assembly, debate, choral reading, verse choir, or musical production. Seminar discussion.

EN 364 American Drama 3 credits
Emphasis on the development of the dramatic form in America. Plays that are read and discussed demonstrate that there is a native American dramatic tradition and that experimentation is one of its characteristics. The plays also reflect significant developments in and through culture.

EN 365 Dramatic Criticism 3 credits
Prerequisite: EN 366
A study of historic and present day criticism of plays and movements in theatre. Attention will be given to theories of drama and playwriting.

EN 366 Dramatic Literature 3 credits
Prerequisite: EN 369
A critical evaluation of representative plays of the important periods of theatre, including outstanding plays of Greece, Italy, Germany, Sweden, Spain, Russia, England and the United States. An attempt is made to understand in-depth the influence of the times upon the plays and authors studied.

EN 367 Film Theory & Criticism 3 credits
A study of the basic theories of film communication, various film modes and structure. A development of basis for evaluation of films according to communicative and aesthetic values will be a primary aim.

EN 368 Directing II 3 credits
Prerequisite: EN 355
Function of the director as interpreter, organizer, teacher, stage manager in relation to the overall production; problems of involved physical staging, based on analysis of ground plan, interpretation, and craft procedures; relationship of the director to the set, lighting, and costume designers; special emphasis on creative interrelationship between the actor and director, as related to the interpretation and acting out of a play. Students will be required to direct at least a one-act play. Scenes and laboratory work with class analysis and criticism will be included.

EN 369 History of the Theatre 3 credits
An introductory course concerned with the historical development of the theatre. It will consist of a survey of the origins of Western theatre from Greece to the present time.

EN 370 Modern Drama 3 credits
Plays, beginning with those of Ibsen, and ending with contemporary playwrights, will be read and discussed. The modern plays will be compared with those of other periods. The development of various approaches and techniques used by playwrights will also be studied.

EN 371 Playwriting 3 credits
The techniques of the craft of playwriting. Students will have an opportunity to write one of the basic types of plays: a children's play, pageant, one-act or three-act. Individual conferences will supplement the class discussion and analysis of student writing.

EN 372 Problems of School Production 3 credits
A survey of the theory and practice of play production at both elementary and secondary levels. The course will deal with the general problems of theatre practices, analysis of plays for production, problems of staging, play choice and casting, conducting rehearsals considered from the point of view of both the actor and especially, the director. Each student will contribute a "director's Portfolio" of a specific play and will be expected to participate in at least one major production. The student need not be a drama minor.

EN 373 Communications Media 3 credits
An examination of modern communications media and how the teacher can make use of them to present his message to the student, the parent, and the public. How to select the proper media for the message and preparation of the information will be covered.

EN 374 Journalism I 3 credits
An introduction to the technique of writing news stories, feature articles, and editorials, in addition to a study of journalistic standards. Also included will be news editing, headline writing, copy editing, judging the news, and the editor and the law. Media covered will include newspapers, news magazines, television and radio news.

EN 375 Journalism II 3 credits
Prerequisite: EN 374
Training in the writing of background stories, situation stories, columns, news analysis, investigative techniques, and the art and craft of making news understandable.

EN 376 Modern British and American Poetry 3 credits
Reading and discussion of the foremost English and American poets from Handy and Housman to such contemporary writers as Eberhart, Spender and Lowell. Special attention is given to the experimental forms and the modern thought of the poetry.

EN 377 Feature Writing 3 credits
Prerequisite: Permission of instructor
Preparation of articles aimed at periodical markets. Analysis of markets. Designed to show the student not only how to write for publication, but also how to market material written for the non-fiction field.

EN 378 Writing for Television 3 credits
This course will show the student how to write for various aspects of this medium including creative public service announcements, educational documentaries, newscasts, promotional material, and copywriting in general. Students will write their own scripts utilizing actual professional script models. At least one field trip will be made to a professional studio.

EN 380 Practicum in English 3/12 credits
A practical work-study program for English majors who want to gain real experience in on-the-job training such as television, radio, report writing, news writing, insurance underwriting, speech therapy, linguistic research, education, editing, public relations, and advertising. Students will participate for a stipulated period under professional supervision and will be periodically observed by college faculty. For 4 weeks (full-time), or its equivalent, 3 credits shall be awarded; for 8 weeks (full-time) or its equivalent, 6 credits shall be awarded; for 12 weeks (full-time) or its equivalent, 9 credits shall be awarded; for a semester (full-time) 12 credits shall be awarded.

EN 386 New Perspectives in Studying Modern English 3 credits
A comparison of traditional and modern grammar designed to illustrate the effectiveness of the modern approach. Writings on the latest dictionaries, changes in word meanings, and controversies about grammar will be read and discussed.

EN 387 World Drama 3 credits
This course deals mainly with discussion, interpretation and critical evaluation of selective texts from the

world's drama (from the Greeks to the present) emphasizing genres and periods. Consideration will also be given to the ideas, structures, styles, and techniques of dramatic literature.

EN 393 History and Development of Motion Pictures 3 credits

A study of the evolution of the motion picture as an international art form and social force. Students will make an analysis of form, technique and impact of film. A selected screening of representative film styles and content will be made.

EN 394 News Editing 3 credits

Prerequisite: EN 374

News selection, preparation and display. Editing to save space, to make the news meaningful, judging the news headline writing, the editor and the law.

EN 395 Speaking on Radio and Television 3 credits

This course will be directed toward those students interested in broadcasting careers or in heightening their awareness of the extensive contrasting oral approaches used in both media. Utilizing actual in-studio environs, individual instruction, and classroom involvement, the course will expose the student to all the varying speaking situations and the expertise needed. Some of the key areas to be covered will be general radio and television announcing and the differences between the two, interviewing style and techniques, narration, panel discussions, talk programs, newscasting and sportscasting.

EN 399 Independent Study 3-6 credits

Independent work in a field of special interest in either literature or language not covered by our regular course offerings. The student will be assigned a faculty member qualified to supervise the independent study project. The student must apply to the Department Chairman at least one semester in advance of the one during which he/she engages in the study and the project must be approved by the Department Curriculum Committee.

GEOGRAPHY

John E. O'Shea, *Chairperson*
Anthony J. Bonacquisti
John J. Hibert
Karl K. Leiker
George Psychas*
David E. Vincent**

The role of the Geography Department at Westfield is to provide opportunities for students to become conversant with the unique way in which geographers view and analyze human organization and use of earth space. Geography's deep commitment to the scientific method in assessing the interrelationship between the physical and social sciences, the analysis of spatial distributions, and the role of culture in interpreting man's reaction with his environment makes it invaluable for the general, professional and liberal arts student.

GEOGRAPHY MINOR

Principles of Geography	3 credits
Physical Geography	3 credits
Cultural Geography	3 credits
Economic Geography	3 credits
*Geography of Africa (regional)	3 credits
*Geography of Europe (regional)	3 credits
*Geography of Anglo-American (regional)	3 credits
Cartography	3 credits

*Other regional courses may be substituted for those listed. Regional Geography courses are ideally suited for independent study.

A total of eighteen hours would be required. Principles of Geography would be a prerequisite and Cartography and a Staff Seminar required of all students.

The Geography Department at Westfield is a member of the Massachusetts State College Association for Geography, Earth Science and Planning which under the CAPS program promises opportunities for students to add specialized dimensions to their undergraduate work in these areas through visiting lecturers and attendance for various periods of time at one of the other state colleges. Students interested in majoring in these areas are urged to confer with the Chairperson of the Geography Department at Westfield.

*On two-year leave of absence
**On Sabbatical Leave for the spring semester 1977

COURSES

GE 101 Principles of Geography 3 credits
This course will give the student an understanding and knowledge of major world patterns, the ability to read and interpret maps, and the understanding of the ideas involved in the natural environment, man-made relationship, and the world-wide interdependence of societies.

GE 102 Physical Geography 3 credits
Analysis, through a conceptual approach of regional landform development, climatic patterns, vegetation distributions, soil groupings and factors influencing the location of major economic minerals. The man-land relationship will be emphasized. Extensive use of maps.

GE 103 Cultural Geography 3 credits
An analysis of the man-land relationship as evidenced in the variety of culture worlds that exist. Special emphasis on growth of knowledge and population as well as the invention and diffusion of ideas.

GE 201 Political Geography 3 credits
A study of geographic influences upon the arrangement and evolution of modern states. Dependent, independent and interdependent political units will be systematically analyzed and evaluated using selected elements in cultural-physical geography. Case studies of world problem areas will be accomplished.

GE 202 Introductory Cartography 3 credits
A laboratory course which is designed to survey the field of cartography. An analysis is made of early map projections and the evolution of modern mapping techniques. Map intelligence, maps and aerial photo interpretation will constitute a significant portion of the course. Emphasis will be given to the interpretation of data spatially. Each student will be introduced to the cartographic process and participate in the design, production and reproduction of various graphics.

GE 203 Economic Geography 3 credits
An analysis of basic economic activities and the ways in which environmental factors affect them. Major emphasis is given to the differences between economies of abundance and economies of scarcity, with special emphasis on present world resource problems. This course may be taken as part of the requirements for Economics majors with the permission of both departments.

GE 204 Geography of Europe 3 credits
A regional geographic study of physical, economic, cultural and political patterns of Europe (excluding the U.S.S.R.). Population patterns will be evaluated via sequent occupance studies. Assets and liabilities of individual states will be evaluated and discussed in an attempt to promote a better appreciation of the geographic structure of Europe.

GE 205 Geography of Africa 3 credits
Prerequisite: GE 101
A regional, physical and cultural geographic survey of Africa. A study of the distribution of land and people, physical environment, resources, settlement and eco-

nomic development. Special emphasis will be given to cultural elements. A geographic interpretation of the political and economic problems of emerging African States will be considered.

GE 206 Geography of Anglo-America 3 credits

A physical and cultural survey of Anglo-America. A geographic interpretation of the settlement, resource development and problems of Anglo-America.

GE 301 Seminar in Geography 3 credits

Prerequisite: 12 credits of Geography

This seminar will be conducted by members of the Geography Department and will include guest lectures. It will focus on geographic methods, the interdisciplinary nature of the discipline, methods of inquiry and present trends. This course is required for Geography minors.

GE 311 Regional Geography of Latin America 3 credits

Prerequisite: Permission of Instructor

A study of the Latin American countries with emphasis upon description, and analysis of physical, cultural, and economic aspects relating to current problems and future development.

GE 314 Regional Geography of North America 3 credits

Prerequisite: Permission of Instructor

An analysis of the cultural and economic activities of the peoples and nations of North America, with emphasis on physical patterns and urban growth.

GE 316 Regional Geography of Europe: Summer Field Study in Europe 3-6 credits

Prerequisite: Permission of Instructor

A geographic survey of the European realm. Examination of natural resources, population, landforms, climate, agriculture and industry. Special consideration to be given cultural aspects and opposing political and economic blocs.

GE 317 Urban Geography Seminar 3 credits

Prerequisite: Permission of Instructor

A study of the urban setting through a geographical analysis of its social, economic, demographic, political and environmental problems. The structure of the course will allow the student to conduct independent research in those areas where his main interests lie. Independent research will be prefaced with a short history of the origin, growth development and spread of urbanism.

HISTORY

Peter B. Bulkley, *Chairperson*
Robert T. Brown
Robert L. Brady
Theodore M. Hammett
Frederick F. Harling
Lester T. Hutton
Martin Kaufmán*
Catherine B. Shannon
Elizabeth S. Teall*
Frederick R. Twenter

The major in History is designed to provide a breadth of preparation for opportunities in teaching, museum or archival work, most general management positions, social work, and for graduate studies in History and related disciplines. Each year the department has successfully placed graduates in master's degree programs at leading national institutions.

The department offers a number of opportunities for students to obtain fieldwork training and academic credit through its internship programs. Students are placed in a museum training project at Sturbridge Village as staff assistants; other types of historical internships involving cite preservation, urban planning, historic districts, various historical museums, and historical societies are either currently offered or in development. In addition, several of the historically related state agencies are available for interns through the Massachusetts State Internship Office.

Among the department's activities have been a variety of Bicentennial Projects carried out in conjunction with local historical societies. The most ambitious of these is the cataloging and microfilming of local historical records. Students receive academic credit for participation in these varied projects extending beyond the classroom. Besides offering its majors the opportunity to join an active History Club, the department runs two other extremely important student activities: a local chapter of Phi Alpha Theta, the national historical honors society, and the chance to participate in writing and editing *The Historical Journal of Western Massachusetts* which circulates nationally.

The History program is flexibly constructed to permit the major to define their own area of interest within one of any three major fields: American, European, and Non-Western History and to construct a package of highly related courses in the other fields which will produce a total program of study which is well integrated and well rounded.

*On Sabbatical Leave for the Spring Semester 1977

Major Core:

Two courses in each of the following areas:	
American History	
European History	
Non-Western History	18 credits
Two courses in	
Historiography, Research & Writing course	
Seminar	6 credits
Four courses in	
History Electives	12 credits
Total Major	36 credits
Free Electives	44 credits

COURSES

HI 101 History of Western
HI 102 Civilization I & II 3 credits

An introductory two semester course tracing through ancient, medieval, and modern history, the origins, evolution, and consolidation of Western Civ. A consideration of the origins of Western Civilization as found in the archaic civilizations of Egypt and Mesopotamia and the classic civilizations of both Greece and Rome. The course will trace the development of Western Civilization from the Feudal Age and the rise of the National Monarchies, to the Renaissance and Reformation. A thorough examination of the growth of nationalism and the coming of revolution and world wars of the Twentieth Century will conclude the treatment of the History of Western Civilization.

HI 103 United States History & Government 3 credits

A survey of the United States history tracing the growth of American institutions and interpreting periods and events of important national significance. Consideration will be given to the causes and results of wars, presidential administrations, great issues which have arisen, and changes in governmental attitudes.

HI 201 Medieval History, 300 - 1350 3 credits

The institutional, economic, and intellectual history of Europe as it emerged from its Roman and Germanic antecedents and developed into a distinctly western civilization. Emphasis will be placed upon the growth of medieval governmental institutions and the great intellectual achievement of the high middle ages.

HI 202 Seminar: Historiography & Research 3 credits

The writing of history concentrating on the major historians, schools, and interpretations. Philosophies of history and the relationship of history to other disciplines will be examined. Also included will be directed research involving topic selection, source selection and evaluation, and writing style and form. The culmination of the course will be a formal research paper.

HI 301 United States Colonial & Revolutionary History to 1787 3 credits
The political, economic, and social development of the American colonies; British colonial policy; and the War for Independence.

HI 302 United States in the Early National Period 1787-1845 3 credits
The establishment of the federal system from the Constitutional Convention to the crisis in the union. Specific topics treated will include the emergence of the political parties, Jeffersonian and Jacksonian democracy, Expansionism and the War of 1812, and the emergence of Sectionalism.

HI 303 United States Diplomatic History I, to 1898 3 credits
The aims of foreign policy, the tools of diplomacy and of force, the Monroe Doctrine and Latin American relations.

HI 304 United States Diplomatic History II, from 1898 3 credits
An examination of expanding American diplomacy from the Spanish-American War through two world wars; the United Nations and the cold war; the importance of regional pacts; and the challenge of the modern age.

HI 305 The Civil War & Reconstruction, 1845-1877 3 credits
The causes of the War; the conduct of the war; the attempt at reconstruction in its political, social, and economic aspects; and national reunification.

HI 306 United States in Early Modern Period, 1877-1920 3 credits
An interpretation of the men and political, economic, and social forces which shaped modern America. This pivotal era includes the Gilded Age, the Rise of Industrial America, the Progressive Era, and the Emergence of the United States as a World Power.

HI 307 20th Century United States, 1920-Present 3 credits
American political, economic, and intellectual life between the two World Wars. The Depression; New Deal; World War II; and the Cold War.

HI 308 The History of Labor 3 credits
The growth and impact of the labor movement of American society. Basic concepts and methods of management — Union relations will also be examined.

HI 309 United States Intellectual
HI 310 History I & II 3 credits each
The various intellectual trends in American history from Puritanism and including the Transcendentalist Movement, the Genteel Tradition, Neo-Conservatism, and the New Left. Special emphasis will be placed on the principal men identified with each movement and the influence which they exercised upon the course of American History.

HI 311 American Social & Cultural
HI 312 History I & II 3 credits each
A study of the development of American Social and cultural institutions from the colonial period to the present. Emphasis will be placed upon the impact of social thought on the American way of life.

HI 313 Problems in European History 3 credits
Significant themes or issues in the evolving process of European Civilization examined in detail. May be taken three times for credit.

HI 314 Problems in American History 3 credits
This seminar course will offer readings in research on a specific pre-arranged topic in American History. Examples of the topics may include: The Immigrant Experience, the Depression. This course may be taken three times for credit.

HI 321 Renaissance & Reformation 3 credits
The major historical figures of the Renaissance and Reformation analyzed against the background of the social, economic, intellectual, and religious forces of the era. Special emphasis will be given to the origins and evolution of the personalities and historic trends involved in the transition from Medieval to Modern times.

HI 322 17th Century Europe 3 credits
The 17th century as a transitional phase of European History concentrating on the emergence of the modern nation state and the development of modern scientific thought. Highlights will emphasize the Thirty-Years War, the age of Baroque, and the contrast between the absolutist monarchy of France and the Parliamentary development in England. Further concern will be the decline of religious thought in favor of secular beliefs which led directly to the Age of Enlightenment and the important mercantilist theories of national economies.

HI 323 18th Century Europe 3 credits
An examination of the development of this great age which launched Europe on the path of revolution. Important political and intellectual antecedents will be discussed followed by a thorough study of the ideas, institutions and society of 18th century Europe, and culmination in the French Revolution of 1789.

HI 324 19th Century Europe 3 credits
An examination of the effects of the combined forces of nationalism, revolution and the Industrial Revolution upon the fabric of European political, social, and economic institutions. Special consideration will be given to the drives for national unity in Italy and Germany, and their effects upon the European balance of power prior to World War I.

HI 325 20th Century Europe 3 credits
An examination of Europe's efforts to recover from the first World War, to work out the self-determination policy of the Versailles Treaty, to survive the great depression, and to resolve the conflicts which precipitated World War II. The course will also examine the post-war problems of the United Nations, the cold

war, the end of imperialism, the common market, and new regional pacts.

HI 326 Intellectual History of
HI 327 Western Civilization
(I, II) 3 credits each

The role played by human thought as both a cause and effect upon the trends of human development in western history. Special attention is given to the contrasts and comparisons of men and movements significant to man's perception of his social, economic and political environment.

HI 328 The Expansion of Europe & Imperialism 3 credits

The period to be covered will be 1415 to the present and will include the formation of both the "old" and "new" empires, as well as a study of the modern relations between ex-colony and "mother country." Topics to be covered will be the initial European exploration and colonization of Asia and Africa as well as the "new world". The conflict of European nations leading to the loss of most of the "old" empire by England, France, Spain, Portugal, and Holland will be traced. The remainder of the course will be devoted to a study of the causes of the growth of the "new" empire under the general term imperialism. The emphasis will be on the race for territory in Asia and Africa. The final phase of the course will cover the rise of nationalism in the colonies, a survey of modern relations between colonizer and colonized, and a look at the remains of imperialism.

HI 329 Early Modern Britain 3 credits

A study of the political, social, economic, and intellectual development in England from Waterloo to Sarajevo. Particular attention will be directed to the English response to the implications of the Industrial Revolution and the spread of democratic ideas and institutions.

HI 331 Modern Britain & The Emergent Commonwealth 3 credits

A course concerned primarily with the effects of nationalism and World Wars on the imperial structure, the decline of Britain as a world power, and the development of the social service state in England after 1914. Emphasis will be placed on the development of the British Commonwealth from a colonial empire to an association of independent nations.

HI 332 History of Russia
HI 333 (I, II) 3 credits each

A study of the history of Russia from its origins to the present time. Emphasis will be placed on the diversity and restless expansion of the Russian people, the challenges of revolutionary groups to the autocracy during the 19th century, and the emergence of the Soviet Union as an international power.

HI 334 History of Latin
HI 335 America (I, II) 3 credits each

A survey of the area south of the border of the United States. A brief study of the pre-Columbian period; the colonial policies of Spain and Portugal; the wars of liberation; the establishment of the twenty Latin American Republics; the importance of the inter-American system: and contemporary problems.

HI 336 Contemporary Latin America 3 credits

A topical examination of Contemporary Latin America. The subjects to be covered include the social revolutions, education, militarism, and dictatorship, constitutionalism, communism, Pan Americanism, and Pan Hispanism.

HI 337 History of Far
HI 338 East (I, II) 3 credits each

A study of the historical and cultural foundations of China, Korea, and Japan, their dynastic development, historical contacts with the Western world; and Mao's contemporary China. Emphasis will be placed on the Chinese world view in the history of Asia and on the emergence of modern China and Japan.

HI 339 African History I 3 credits

The History of Africa is to be surveyed from prehistoric times to 1807. Topics covered will include an introduction to the geography, peoples and culture of the continent. More specialized topics will include studies of pre-historic Africa, Africa and the classical world, formation and history of sudanic and savanna states, Bantu migrations, African states of the east coast, initial European contacts with the continent, the slave trade and the beginnings of exploration.

HI 341 African History II 3 credits

The second half of the study of the History of Africa will be devoted to survey of the period from the English anti-slave trade law of 1877 to the present. Topics covered will include the slave trade of the 19th century and its suppression, exploration of the continent, the impact of imperialism, the formation and administration of colonies, and the nationalist movements. There will be further specialized topics concerning modern Africa such as economic and political development, confrontation between the races, Africa in world affairs, and studies in depth of individual nations.

HI 342 Problems in African History 3 credits

An intensive guided research and presentations of written results in a scholarly manner, on a major topic of historical interest in African studies. Topics such as nationalism, state formation and colonial institutions are to be varied as research facilities and student backgrounds permit. The major topic will be designated in advance of registration. The course may be taken three times for credit.

HI 343 Field Study in American History 3 credits

A program directed by study and internship in various career fields allied to the study of American History. These may include museum work, historical restoration projects, local archeology, and archival work. While gaining practical work experience through the internship program, the student will also be undertaking a directed research project associated with the area of internship.

HI 344 The City in American History 3 credits

A study of American urban history from the rise of the industrial city in 1830 to the 20th century metropolis

which examines the impact and relationship of urbanization upon social and institutional structures. Topics treated; the evolution of American urban historiography; rise of the cities, the transportation revolution, the impact of technology, industrialization, and immigration; physical growth patterns; social mobility; the pathology of urban disorders; the development of city and regional planning; suburbization; and the problems of post-industrial America.

HI 345 The Contemporary American City 3 credits

The American City since 1929 as studied through the Metropolitan and Megalopolis phases with related suburban developments. Particular emphasis will be given to the Nationalization of the American City. A major research project will be required. *Prerequisite: Permission of Instructor.*

HI 346 Russia in Revolution 1900-1921 3 credits

A study in detail of the revolutionary experience of Russia. Three "revolutions" and a civil war within twenty years. The student will study the causes and effects of violent change, the origins of the Soviet state (theory and practice) and the terminology and method of Soviet historiography.

HI 347 United States — Latin American Relation 3 credits

This research oriented study of hemispheric relations focuses on the major objectives and problems of United States policy in Latin America. The course emphasizes the Latin American reaction to economic, military, and technical assistance programs.

HI 399 Independent Study I, II, III 3 credits

Independent study consists of directed reading and research on an historical subject agreed upon by the student and instructor and approved by the Chairman of the Department. Arrangements must be made with the instructor and chairman before registering for this course.

MATHEMATICS

Robert A. McGuigan, Jr., *Chairperson*
Ronald R. Edwards
Alphonse J. Jackowski
Andrew S. Kim
Warren H. Hill
Anne D. Pasquino*
Helen M. Peters
John B. Sbrega
Catherine Stahl
John P. Stadnicki

The mathematics department offers a strong program to meet the needs of students with a wide variety of goals. Students working on a B.A. in mathematics take a minimum of 30 credits in mathematics fulfilling certain distribution requirements whose details are available from the department. The department also offers a B.S. program in mathematics with an emphasis on computer studies. Students majoring in other fields but wishing extensive preparation in mathematics can complete either the recommendations of the minor program or the suggested courses for a concentration in mathematics. The department will be happy to advise any student interested in taking mathematics courses.

Options open to students who complete a major in mathematics include:

1. Further study in mathematics, statistics, computer science, economics, business, or other scientific fields with appropriate choices of electives outside the department.
2. Teaching mathematics at the secondary school level.
3. Work in industry or government.

The department offers courses which provide excellent preparation for any of these options.

COURSES

MA 101-102 Fundamental Concepts of Mathematics I, II 6 credits

A two semester course in the fundamental concepts of mathematics designed to serve a two-fold purpose: 1) to provide the prospective teacher with the mathematical background necessary to teach the modern elementary and junior high school curricula, and 2) to provide students with a meaningful terminal course wherein structure and unifying concepts are emphasized. Topics will include sets, methods of proof and disproof, number systems, geometry, mensuration, and relations and functions.

*On sabbatical leave for the spring semester 1977

MA 105 Calculus I 3 credits

Prerequisites: High School Algebra, Geometry, and Trigonometry.

The first part of a standard three course calculus sequence. Depending on the text used, topics will include functions, limits, continuity, differentiation and applications, and integration. This course or its equivalent is required of all mathematics majors.

MA 106 Calculus II 3 credits

Prerequisite: MA 105 or equivalent.

A continuation of MA 105. This course will include integration, sequences and series, polar coordinates, Taylor formula, and an introduction to functions of many variables. This course or its equivalent is required of all mathematics majors.

MA 108 Elementary Statistics 3 credits

Prerequisite: High school algebra.

Intended to provide knowledge and computational skills in statistical procedures necessary to apply research techniques to problems in education, psychology, and social sciences. The topics include nature of elementary statistics, nature of probability, sampling and sampling distributions, problems of estimations, tests of hypotheses, regression and correlation. Elective for non-mathematics majors.

MA 109 Finite Mathematics 3 credits

Prerequisite: High school algebra.

Compound statements, sets, sample spaces, probability theory, vectors and matrices, Stochastic processes, Bernoulli trials, Markov chains, applications, introduction to graph theory.

MA 110-111 Mathematics for Liberal Arts I, II 6 credits

Prerequisite: High school algebra.

A two semester terminal course in mathematics for the liberal arts major designed to give students an appreciation for the nature and role in society of modern mathematics through the study of selected topics from mathematics.

MA 113-114 Mathematics S-I & S-II 6 credits

Prerequisites: High school algebra and geometry.

A two semester course designed specifically for students majoring in Biology and General Science. Emphasis is placed on the application of mathematics to the sciences with measuring, displaying and analyzing data. Lecture topics include measurement, computing techniques and devices, relations and functions, techniques of graphing and curve fitting, probability and statistics. The second semester material involves the basic concepts of calculus and their applications of the scientific problems. Lecture topics include limits, differentiation, integration, applications of the definite integral, techniques of integration and elementary differential equations.

MA 115 Calculus for Social Sciences 3 credits

Prerequisites: High school algebra and geometry.

A study of select topics in Calculus with particular emphasis on their applications in Social Sciences. Topics to be discussed include: real numbers, functions, limits, continuity, derivation and integration. (Not open to mathematics majors for credit.)

MA 116 Introduction to Mathematical Systems 3 credits

This course is intended as a first course for students planning to major in mathematics. Emphasis in the course is on the structure of mathematical systems and methods of proof. Topics to be considered: logic and the nature of proof, sets, number systems, relations and functions, mathematical systems including groups and fields.

MA 117 Introduction to Computer Programming 3 credits

An introduction to basic concepts and techniques of computer programming for the student not majoring in mathematics. Topics to be studied include nature and operation of time sharing computer systems, an introduction to the programming language BASIC, the solution of a variety of mathematical problems on the computer, and applications of computer programming and modelling to non-mathematical fields.

MA 118 Introductory Linear Algebra 3 credits

Prerequisite: Two years of high school algebra.

Study of fundamental concepts of linear algebra over the field of real numbers. Topics include solution of simultaneous linear equations, vector spaces, linear independence and dependence, basis, subspaces, linear transformation and matrices and their properties.

MA 201 Calculus III 3 credits

Prerequisite: MA 106

Coordinate systems in R_3, lines and planes in space, functions of several variables, partial and directional derivatives, maxima and inima, multiple integration. Required course for mathematics majors.

MA 202 Calculus IV 3 credits

Prerequisite: MA 201

Vector functions, vector and scalar fields, divergence and curl of vector fields, line integrals, path independence, Green's Theorem, surfaces and surface integrals, Stokes' theorem and the divergence Theorem.

MA 203 Mathematics in the Elementary School 3 credits

A course designed to reinforce the mathematical background and to enhance the effectiveness of the prospective elementary teacher. An integral part of the course is an investigation of the content, procedures, and materials of modern curricula for the elementary school.

MA 206 Assembly Language Programming 3 credits

Prerequisites: Knowledge of COBOL, FORTRAN, or BASIC, or permission of instructor.

An in-depth study of the internal instructions, organization and operations of modern digital computer. Assembly language programming will be taught using COMPASS, the assembly language for the Cyber systems or PAL III, the assembly language for the PDP-8/E minicomputer.

MA 207 Survey of Programming Languages 3 credits

Prerequisites: Knowledge of at least one programming language.

A detailed study and comparison of the structure an features of various programming languages, to b chosen from among BASIC, COBOL, FORTRAN, A GOL, SNOBOL, LISP, APL, etc.

MA 301 Modern Abstract Algebra I 3 credi

Prerequisite: MA 105

A study of groups, rings, integral domains and field with special emphasis on the real and complex field Required of all mathematics majors.

MA 302 Modern Abstract Algebra II 3 credit

Prerequisite: MA 301

Polynomial rings, vector spaces, linear transforma tions, elementary theory of matrices and determ nants. Required of all mathematics majors.

MA 303 Higher Geometry 3 credit

Prerequisite: MA 106

An integrated course consisting of intuitive, syntheti and analytic approaches to Euclidean and othe geometries through a study of invariant groups. Topic include finite geometries, synthetic projectiv geometry, analytic projective geometry, affin geometry, Euclidean geometry and transformatic theory.

MA 304 Differential Equations 3 credit

Prerequisite: MA 201

Geometric and physical meaning of differentia equations. Theory and solution of first, second an higher order linear and non-linear differentia equations. Initial and boundary value problems. F nite difference equations.

MA 305 Probability and Statistics 3 credi

Prerequisite: MA 201

Mathematical probability theory and statistical appl cations including, as time permits, finite and infini sample spaces, probability distributions, continuou and discrete random variables, study of special di tributions, expectation, variance, Chebychev's i equality, law of large numbers, central limit theoren and an introduction to statistical applications.

MA 306 Modern Geometry I 3 credi

Prerequisite: MA 106

An integrated course consisting of intuitive, syntheti and analytic approaches to Euclidean and oth geometries. Topics will include axiomation found tions, finite geometries, non-Euclidean geometrie and synthetic projective geometry.

MA 307 Modern Geometry II 3 credit

Prerequisite: MA 306

Geometric and algebraic invariants, groups of tran formations, topological, projective, affine and Eucl dean transformations.

MA 308 Introductory Analysis 3 credi

Prerequisite: MA 201

Topology of real numbers, Cauchy sequences, metr completeness, continuity, compactness, connecte ness. Sequence and series and uniform convergen of infinite series. Derivatives and definite integrals

MA 309 Introductory Topology 3 credits
Prerequisite: MA 302
A simple, thorough survey of the elementary topics of point-set topology of the real line and plane topological spaces; metric spaces; mappings; connectedness; compactness.

MA 311 Theory of Numbers 3 credits
Prerequisite: Permission of instructor.
Properties of integers including congruences, primes and factorization, continued fractions, quadratic residues, linear diophantine equations and number theoretic functions.

MA 312 History of Mathematics 3 credits
Prerequisite: MA 201
A topical study of the history and development of mathematical discoveries from ancient to modern times.

MA 319 Computer Programming 3 credits
Prerequisite: MA 105 or equivalent.
An introduction to computer programming using BASIC or FORTRAN for the more mathematically experienced student, which will stress development of program writing skills and applications of mathematical problem solving techniques using computers.

MA 323 Complex Analysis 3 credits
Prerequisite: MA 202
Algebra of complex numbers, analytic functions, Cauchy-Riemann conditions, conformal mapping, line integrals, Cauchy integral formula, residue integration, Taylor and Laurent series.

MA 333 Applied Statistics and Experimental Design 3 credits
Prerequisites: MA 108 or equivalent, and knowledge of at least one scientific programming language.
A study of the application of computer programming to statistical procedures employed in empirical research and the interpretation of numerical results. Topics in statistics include: Introduction to descriptive and inferential statistics, hypothesis testing, parametric and non-parametric tests (correlation, regression, the t-test, analysis of variance, and factor analysis). The underlying assumptions of several experimental designs will also be examined.

MA 334 Operations Research and Modeling 3 credits
Prerequisites: MA 118, MA 108, and knowledge of at least one programming language.
A study of mathematical modeling and of the models of interest in operations research, which may include distribution problems, linear programming, the simplex method and applications, CPM, network problems, non-linear programming problems, markov chains, queuing models, and simulation.

MA 335 Introduction to Numerical Methods 3 credits
Prerequisites: Calculus III and knowledge of at least one programming language. Linear algebra is recommended.
An introduction to numerical solution of mathematical and scientific problems on a modern digital computer. Topics to be studied may include solution of equations (iteration and Newton-Raphson), analysis of errors, simultaneous linear equations, numerical differentiation and integration, interpolation and approximation.

MA 399 Independent Study
Permission of Instructor and Department Chairperson is required.
Independent study of topics in mathematics under careful faculty supervision. Intended for capable students to broaden their mathematics program or to gain depth in a particular area of interest.

MODERN FOREIGN LANGUAGES

Matteo Rovetto, *Chairperson*
William D. Dennis
Giovanni Gringeri
Walter J. Jensen
Francesco A. Loiero
Maria Maris
Raymond T. Ourand
Napoleon Sanchez

The Department of Modern Foreign Languages believes the knowledge of a language other than one's own to be essential to the understanding and appreciation of the wealth of human experience. The study of another language is interdisciplinary by nature, for it must include not only the development of the necessary language skills, but also an awareness of another culture, the history, art, literature, values and attitudes of another people. We offer students the opportunity to obtain a practical working knowledge of one or more of four foreign languages and an understanding of the people who speak those languages. The Bachelor's Degree in one or more foreign languages represents a strong Liberal Arts degree, one which prepares students for further study on the graduate level, and/or opens opportunities for careers in business, commerce, government service, social services, and teaching.

Our department offers courses in four of the twelve most widely spoken of the world's languages: French, German, Italian, and Spanish. A student should choose one or more of these languages depending upon his/her interest and field of study. The Elementary and Intermediate levels of these four languages, and the courses entitled Advanced Intermediate French and Advanced Intermediate Spanish all fulfill the requirements of the Common Core of Studies under the heading "intellectual and moral criticism." 200 and 300 level courses in language, literature and culture require the advance permission of the department chairperson.

MINORS:

French: 18 credit hours of 200 and/or 300 level courses including:
- Advanced Intermediate French II
- Introduction to French Civilization
- Introduction to French Literature I and/or II
- Advanced French Composition I
- Advanced French Composition II (Stylistics)
- French Elective

German: 18 credit hours of 200 and/or 300 level courses including:
- Intermediate German II
- German Conversation and Grammar Review
- Introduction to German Literature I and/or I
- Advanced German Composition I
- Advanced German Composition II (Stylistics)

Italian: 18 credit hours of 200 and/or 300-level courses including:
- Intermediate Italian II
- Italian Conversation and Grammar Review
- Introduction to Italian Civilization
- Introduction to Italian Literature I and/or II
- Advanced Italian Composition I
- Advanced Italian Composition II (Stylistics)

Spanish: 18 credit hours of 200 and/or 300 level courses including:
- Advanced Intermediate Spanish II
- Introduction to Spanish Civilization
- Introduction to Spanish-American Civilization
- Introduction to Spanish Literature I and/or II
- Advanced Spanish Composition I
- Advanced Spanish Composition II (Stylistics)

FRENCH MAJOR

Requires a minimum of 40 credit hours — 24 required plus 16 elective.

Major core (required):
- Advanced Intermediate French II
- Introduction to French Civilization
- Introduction to French Literature I
- Introduction to French Literature II
- French Phonetics
- Advanced French Composition I
- Advanced French Composition II (Stylistics)
- Contemporary French Civilization

Students preparing for a career in teaching are required to have the course Travaux Pratiques and 12 credit hours of literature and above the major core. All other students are required to have 15 credit hours of literature above the major core.

SPANISH MAJOR

Requires a minimum of 40 credit hours — 24 required plus 16 elective.

Major core (required):
- Advanced Intermediate Spanish II
- Introduction to Spanish Civilization
- Introduction to Spanish-American Civilization
- Introduction to Spanish Literature I
- Introduction to Spanish Literature II
- Spanish Phonetics

Advanced Spanish Composition I
Advanced Spanish Composition II
(Stylistics)

Students preparing for a career in teaching are required to have the course Language and Culture and 12 credit hours of literature above the major core. All other students are required to have 15 credits of literature above the major core.

All French and Spanish majors are expected to present themselves for a proficiency interview at the end of each year. The results of these interviews will be made available to each student so that he/she may judge the level of fluency he/she has attained.

COURSES TAUGHT IN ENGLISH

LE 101 Hispanic American Culture I 3 credits
An introduction to the cultural traditions of Hispanic America.

LE 102 Hispanic American Culture II 3 credits
Lectures, readings and discussions on cultural topics of Twentieth Century.

LE 103 Contemporary French Literature 3 credits
An introduction to the main literary trends of 20th Century French literature.

LE 104 Introduction to French Culture 3 credits
An introduction to the literary masterpieces of French-speaking Europe.

LE 106 Introduction to German Culture 3 credits
An introduction to the literary masterpieces of German-speaking Europe.

LE 107 Contemporary Italian Literature 3 credits
An introduction to the main literary trends of 20th Century Italian literature.

LE 108 Introduction to Italian Culture 3 credits
An introduction to the literary masterpieces of Italy.

FRENCH

LF 101 Elementary French
LF 102 I and II 3 credits each
Fundamentals of French grammar, pronunciation, simple conversational patterns and written practice during the first semester. Selected readings during the second semester. One half hour per week of laboratory work is required each semester.

LF 103 Intermediate French
LF 104 I and II 3 credits each
A review of French grammar, reading and translation of prose writers of average difficulty the first semester. The second semester requires more advanced phases of French syntax, reading and translation of standard French authors and reports on outside readings in French civilization. One half hour per week of laboratory work is required each semester.

LF 105 French Conversation (Course I) 1 credit (2 class hours)
For French majors (freshmen and sophomores) and others interested in developing fluency in French. Oral aspects: pronunciation, vocabulary building, discussions on assigned topics and readings, extemporaneous speaking. Elective course. Each semester independent of the other. May be taken twice for credit toward major or minor elective.

LF 106 French Conversation (Course II) 1 credit (2 class hours)
Prerequisite: French Conversation (Course I) or permission of the instructor.
For Junior and Senior French majors and others interested in developing further fluency in the spoken language. Discussion on a variety of designated topics. Each semester independent of the other. May be taken twice for credit toward major or minor elective.

LF 107 Advanced Intermediate French I 3 credits
(Fall)
A thorough review of the Structure of French. Extensive aural/oral practice in the laboratory is required. Fulfills course requirements under intellectual and moral criticism.

LF 201 Advanced Intermediate French II 3 credits
(Spring)
Emphasis on the aural/oral aspects of French; pronunciation, vocabulary building, and extemporaneous speaking. Practice in the reading and writing of French. Laboratory practice is required.

LF 203 Introduction to French Civilization 3 credits
A history of the political, social, intellectual and artistic developments in France to the present-day. Readings and discussions. A term paper is required.

LF 204 Introduction to French
LF 205 Literature I and II 3 credits each
An introduction to a critical analysis of French literature. Readings will be selected to include all genres from the Middle Ages to the present. A term paper is required.

LF 206 Advanced French Composition I and II 3 credits each
LF 207 (Stylistics)
A thorough review of French syntax to develop oral and written proficiency. Both free and structured compositions will be assigned to improve written expression on various stylistic levels.

LF 208 Contemporary French Civilization 3 credits
Study of the political, social and cultural developments in the French-speaking world of the twentieth century. A term paper is required.

LF 209 French Phonetics 3 credits
The formation and discrimination of the sounds of standard French will be explained and practiced in the class and in the laboratory.

LF 301 Readings in French Literature 3 credits
Prerequisites: LF 204 and LF 205 or equivalent.
Selected independent studies in French literature. May be repeated once for credit.

LF 302 Medieval and Renaissance Literature 3 credits
Prerequisites: LF 204 and LF 205 or equivalent.
Readings, analysis of texts typical of the two periods. A term paper is required.

LF 303 Romanticism, Realism, Symbolism 3 credits
Prerequisites: LF 204 and LF 205 or equivalent.
The development of the main literary schools of the 19th century as revealed in the theatre and in poetry from Victor Hugo to Rimbaud and Mallarme.

LF 304 Contemporary French Literature (theatre) 3 credits
Prerequisites: LF 204 and LF 205 or equivalent.
The evolution of literary forms since 1900. Emphasis on the major dramatists: Cocteau, Giraudoux, Sartre, Anouilh, Beckett, Ionesco, Montherlant and others.

LF 305 Contemporary French Literature (novel) 3 credits
Prerequisites: LF 204 and LF 205 or equivalent.
A detailed study of some of the most representative novelists of the 20th century; Gide, Giono, Mauriac, Cocteau, Sartre, Camus, Duras, and others.

LF 306 The French Novel in the 19th Century 3 credits
The evolution of the novel from 1800 to the beginning of the 20th century. Representative works of Stendahl, Balzac, Flaubert, Maupassant, Zola and others.

LF 307 Classics & Enlightenment 3 credits
Prerequisites: LF 204 and LF 205 or equivalent.
Triumph and decline of the classical ideal from the early 17th century to the French Revolution. The new trends in philosophy and aesthetics during the 18th century. A general survey of the works of Corneille, Moliere, Pascal, LaFontaine, Racine, Voltaire, Montesquieu, Diderot, Rousseau and others.

LF 308 Travaux Pratiques 3 credits
Emphasis on the recognition and solution of problems confronting the English-speaker learning French. Stress on the methods of dealing with those problems.

GERMAN

LG 101 Elementary German
LG 102 I and II 3 credits each
Fundamentals of German grammar and pronunciation and simple conversational patterns and written practice in the first semester. One half hour of laboratory work is required each semester.

LG 103 Intermediate German
LG 104 I and II 3 credits each
A review of German grammar and the reading and translation of prose of average difficulty in the first semester. The reading and translation of standard German authors in the second semester as well as reports on outside readings in German civilization. One half hour per week of laboratory practice is required each semester.

LG 201 German Conversation and Grammar Review 3 credits
Intensive conversational practice for improving intonation, expression and fluency. Thorough review of language usage. One hour of laboratory practice required each week.

LG 202 Introduction to German Civilization 3 credits
A history of the political, social, intellectual and artistic developments in Middle Europe to the present-day. Readings and discussions. One extra hour per week of laboratory work is required.

LG 203 Introduction to German
LG 204 Literature I and II 3 credits each
An introduction to the critical analysis of German literature. Readings will be selected to include all genres from the Middle Ages to the present.

LG 205 Advanced German
LG 206 Composition I and II (Stylistics) 3 credits each
A thorough review of German syntax. Both free and structured compositions will be assigned to improve oral and written proficiency on various stylistic levels.

ITALIAN

LI 101 Elementary Italian
LI 102 I and II 3 credits each
The first semester concentrates on fundamentals of Italian grammar, pronunciation and simple conversational patterns. Selected readings are required in the second semester. One half hour per week of laboratory work is required each semester.

LI 103 Intermediate Italian
LI 104 I and II 3 credits each
In the first semester, readings from contemporary Italian authors. Also, conversational topics and reports on outside reading in Italian civilization. In the second semester the student considers more advanced stages of Italian syntax. Readings and translations of standard authors. Reports on outside readings in Italian civilization. One half hour per week of laboratory work is required each semester.

LI 105 Italian Conversation and Grammar Review 3 credits
Prerequisites: LI 104 or equivalent
Intensive conversational practice for improving intonation, expression and fluency. Thorough review of language usage. Entirely in Italian. One extra hour per week of laboratory work is required.

LI 202 Introduction to Italian Civilization 3 credits
Middle Ages to the 20th century. Emphasis on the relationship between the political, scientific and social history and the history of literature and the arts.

Readings and discussion of texts in Italian of ranging degrees of difficulty.

LI 203 Introduction to Italian
LI 204 Literature I and II 3 credits each
The first semester: reading and discussing masterpieces portraying the main currents in Italian literature from the Middle Ages to the Romantic Period. The second semester: Romanticism to modern times.

LI 205 Advanced Italian
LI 206 Composition I and II 3 credits each
Exercises in composition: translation of representative Italian and English tests; study of idioms. Theory and practice of Italian sounds; meaning and use of everyday vocabulary designed to improve the student's fluency and to correct his pronunciation through recordings and intensive oral drills. Studies in syntax, structure and idiomatic usage; original themes and conversations in the second semester.

LINGUISTICS

LL 101 Introduction to Linguistic Analysis 3 credits
An examination and explanation of the principles and procedures employed in the study and treatment of the phenomena of language. Fulfills the core requirement under mathematical reasoning.

SPANISH

LS 101 Elementary Spanish
LS 102 I and II 3 credits each
Fundamentals of Spanish grammar and pronunciation and simple conversational patterns during the first semester. Selected readings during the second semester. One half hour per week of laboratory practice is required each semester.

LS 103 Intermediate Spanish
LS 104 I and II 3 credits each
Grammar review, readings and conversations on the culture of Spain in the first semester. Readings and conversations on Latin or Spanish American civilization in the second semester. One half hour per week of laboratory practice is required each semester.

LS 108 Spanish Conversation (Course I) 1 credit (2 class hours)
For Freshmen and Sophomore Spanish majors and others interested in developing fluency in the language. Discussions of assigned topic, extemporaneous speaking. May be elected twice for credit toward major or minor elective.

LS 109 Spanish Conversation (Course II) 1 credit (2 class hours)
For Junior and Senior majors and others interested in further developing fluency in the spoken language. Discussion of variety of designated topics. May be elected twice for credit toward major or minor elective.

LS 110 Advanced Intermediate Spanish I 3 credits
A thorough review of the structure of Spanish. Extensive aural/oral practice in the laboratory is required.

LS 112 Spanish for the Social
LS 113 Service I and II 3 credits each
Introduction to the pronunciation of Spanish, and to the basic patterns of speech. Main objective of the course is the development of a degree of fluency in conversational Spanish.

LS 201 Advanced Intermediate Spanish II 3 credits
Prerequisite: Advanced Intermediate Spanish I
Emphasis on the aural/oral aspects of Spanish; pronunciation, vocabulary building and extemporaneous speaking. Practice in the reading and writing of Spanish. Laboratory practice is required.

LS 203 Introduction to Spanish Civilization 3 credits
A history of the political, social, intellectual and artistic developments in Spain to the present-day. Readings and discussions.

LS 204 Introduction to Spanish
LS 205 Literature I and II 3 credits each
An introduction to the critical analysis of Spanish literature. Readings will be selected to include all genres from the Middle Ages to the present.

LS 206 Advanced Spanish Composition I and II
LS 207 (Stylistics) 3 credits each
A thorough review of Spanish syntax. Both free and structured compositions will be assigned to improve oral and written proficiency on various stylistic levels.

LS 208 Introduction to Spanish-American Civilization 3 credits
Prerequisite: LS 203 or equivalent
The development of Spanish culture in the New World.

LS 209 Spanish Phonetics 3 credits
Prerequisites: Advanced Intermediate Spanish I or its equivalent.
The information and the discrimination of the sounds of standard Spanish will be explained and practiced in class and in the laboratory, as well as intonation, pitch, stress and linking.

LS 301 Readings in Spanish Literature 3 credits
Prerequisites: LS 204 and LS 205 or equivalent.
Selected independent studies in Spanish literature. May be repeated once for credit.

LS 302 Middle Ages and Renaissance 3 credits
Prerequisites: LS 204 and LS 205 or equivalent.
Excerpts from medieval and Renaissance works. Analysis, interpretation, reports. A term paper is required.

LS 303 Romanticism and Realism 3 credits
Prerequisites: LS 204 and LS 205 or equivalent.
Evolution of Spanish poetry and theatre in the Romantic Period and of the realistic novel in the second half of the 19th century.

LS 304 Contemporary Peninsular Literature 3 credits

Prerequisites: LS 204 and LS 205 or equivalent.
Theatre, prose and poetry from the generation of 1898 to the present.

LS 305 Cervantes 3 credits

Prerequisites: LS 204 and LS 205 or equivalent.
Cervantes' life and his minor works. Significance of El Quijote.

LS 306 Spanish-American Literature (survey) 3 credits

Prerequisites: LS 204 and LS 205 or equivalent.
Growth of the literature from the colonial period to the present.

LS 308 Contemporary Spanish-American Literature 3 credits

Prerequisites: LS 204 and LS 205 or equivalent.
Reading and analysis of the main trends of Spanish-American literature in the Twentieth Century.

LS 311 Language and Culture (Offered during the first 8 weeks of the fall semester) 3 credits

Prerequisites: LS 206, LS 207 or equivalent.
Stress on the language of the classroom and a very brief study of the most popular tradition of Spain and Spanish-America. Written reports are required in order to stress correct grammatical structures, idioms and writing styles.

TRANSITIONAL BILINGUAL EDUCATION — ENGLISH AS A SECOND LANGUAGE

PROGRAM

Dr. Wallace Goldstein, English, Coordinator
Dr. Matteo Rovetto, Modern Foreign Language
Dr. Alex Mackertich, Education

The Bilingual Education Program at Westfield State College is designed to prepare students to teach in schools which have bilingual education programs, programs in which all pupils are trained to become proficient in a second language while continuing to develop skills in their native tongue.

Bilingual programs in the public schools require teachers who are fluent in the language of the pupil whose native language is not English. ESL (English as a Second Language) teachers, however, have acquired special skills in teaching English to pupils whose native tongue is not English.

Undergraduates and graduates who have completed certification requirements and who also complete the requirements of the college's Bilingual Education Program, and/or complete requirements for teaching English as a second language, will be certified to teach in these fields as well.

PROGRAM I

Preparation of teachers as Teachers of Transitional Bilingual Education (T.B.E.) Kindergarten through Grade Twelve.

Definition: A teacher of Transitional Bilingual Education is trained to teach a discipline to children whose mother tongue is not English. The following program presents neither a major nor a minor, but an option for those students interested in Bilingual and ESL teaching which follows the present guidelines of the Department of Education.

A. General:

1. In addition to the College core undergraduates are to complete the requirements as determined by their major for certification as elementary, special, and secondary teachers.
2. Proof of a speaking and reading ability in a language other than English, communicative skills in English and an understanding of the history and culture associated with the language other than English. At present the program is offered in Spanish only.
3. The statement attesting to the student's proficiency in the Spanish language and understanding of Hispanic culture will be given by a committee of examiners consisting of two members of the Spanish faculty of the Department of Modern Foreign Languages, one member of the Spanish-speaking community, and the Academic Dean of Westfield State College or his delegate.
4. Oral and written proficiency tests will be administered at the beginning and at the end of each semester. Based on the results of these tests, a student will be advised to enroll in Spanish classes designed to improve his proficiency in that language.

B. Additional Requirements for T.B.E. Teachers

Option A. Elementary

Methods and Materials in Bilingual Education	3 credits
Student Teaching in Elementary School Bilingual Education	6 credits

Option B. Secondary

Methods and Materials in Bilingual Education	3 credits
Teaching Reading in Secondary School	3 credits
Student Teaching in Secondary School Bilingual Education	6 credits

Under advisement six to nine hours to be selected from the following electives:

Hispanic American Culture
Introduction to Linguistic Analysis
History of Latin America
African History
Cultural Geography

PROGRAM II

Preparation of Teachers as Teachers in English as a Second Language (ESL) Kindergarten through Grade Twelve.

Definition: An English, as a second language, teacher is trained to teach English language, literature and often culture to speakers who are not English-dominant. This teacher is trained specifically to teach English as a second or a foreign language.

A. General:

1. In addition to the College core undergraduates are to complete the requirements as determined by their major for certification as elementary, special, and secondary teaching.

2. A demonstrated speaking and reading ability in English which meets the standards for proficiency as attested by Westfield State College E.S.L. Education Committee.

B. Additional Requirements for E.S.L. Teachers

Option A. Elementary

*Modern Foreign Language	9 credits
Introduction to Linguistics	3 credits
Structure of Modern English	3 credits
Teaching English as a Second Language	3 credits
Student Teaching in E.S.L. Class	6 credits

Option B. Secondary

*Modern Foreign Language	9 credits
Introduction to Linguistics	3 credits
Structure of Modern English	3 credits
Teaching English as a Second Language	3 credits
Student Teaching in E.S.L. Class	6 credits

Under advisement three to six hours to be selected from the following electives:

Modern American Literature
American Culture in American Studies
Language Culture Area Studies
Black American Literature
Major American Writers
Latin American Culture
Latin American Literature
Contemporary Latin America
African History
Teaching Remedial Reading

*Proficiency in a foreign language will meet this requirement. Equivalent courses may be selected in lieu of these nine credits.

MUSIC

Donald J. Bastarache, *Chairperson*
Floyd W. Corson
Peter J. Demos
Catherine A. Dower
Dennis K. Kiely*
Lloyd K. Manzer
Peter Nagy-Farkas
Donald W. Prindle

MUSIC MAJOR

The Music Department offers a basic curriculum which leads to a Bachelor of Arts degree with a major in Music. In addition, music majors elect under advisement a concentration in Music Theory, Music History, Music Education, or Jazz Studies. The curriculum includes the following studies: 39 credits of general education; 49 credits of general music core; the balance of required credits to be taken in the area of the music concentration and general electives. Students concentrating in music education who successfully complete the progressional sequence will be recommended to the State Department of Education for certification as music specialists. All music majors must participate in a musical organization each semester.

MUSIC MINOR

Students desiring a minor in music must pass an entrance performance audition. Accepted students must take one thirty-minute lesson weekly in voice or on an instrument for three semesters and pass one jury examination each semester. The cost of applied study must be borne by the student. Music minors must complete the following courses: Basic Music Theory, Counterpoint I, Harmony I and II, Music History (I or II), Conducting I. Participation in a musical organization is mandatory each semester the student is enrolled in the music minor program.

*MUSIC MAJOR CORE

	Credits
Basic Music Theory	3
Counterpoint I	3
Harmony I, II, III	9
Basic Musicianship I	1
Form and Analysis I	3
Music History I, II	6
Conducting I	3
Instrument or Voice	14
Ensemble	7
Total	49

*On Sabbatical Leave for the Fall Semester.

*Recital Class and Piano Proficiency (Keyboard Harmony I, II, III or Minor Instrument/Piano MU 118-120) required of all Music Majors.

Minor Areas of Concentration

MUSIC EDUCATION

Piano proficiency (Keyboard Harmony I, II, III or Minor Instrument/Piano MU 118-120) must be completed before beginning Music Methods sequence.

	Credits
Elementary Music Methods	3
Secondary Music Methods	3
*Voice & Instrumental Class	5
Conducting II	3
Music Supervision and Curriculum	3
Total	17
Psychology of Learning	3
Philosophy of History of Education	3
Student Teaching and Seminar	6
Total	12

MUSIC HISTORY

	Credits
Music in the Middle Ages	3
Renaissance	3
Baroque	3
Classical and Romantic	3
Introduction to Musicology	3
20th Century Music	3
Total	18

MUSIC THEORY

	Credits
Harmony IV	3
Orchestration I & II	6
Composition I, II, III	9
Form and Analysis II	3
Counterpoint II	3
Total	24

JAZZ STUDIES

	Credits
History of Jazz and Rock	3
Jazz/Rock Technics	3
Jazz Improvisation	3
Contemporary Harmonic Techniques	3
Stage Band Arranging I	3
Stage Band Arranging II	3
Total	18

*Voice Majors are exempt from Voice Class.

*Percussion Majors are exempt from Percussion Class.

MAJOR PERFORMING ENSEMBLES

The Westfield State College Wind Philharmonia

This organization is open for membership to all students by audition. Auditions are held during the first week of classes in the Fall semester.

The Westfield State College Jazz-Rock Ensemble

This organization is open to all students by audition. Auditions are held the first week of classes in the Fall semester.

The Westfield State College Chorale

The Chorale is open for membership to all students by audition. Auditions are held during the first week of classes in the Fall semester. The Chorale is a touring group. Music performed includes literature from the Renaissance, Baroque, Classical, Romantic and Contemporary periods.

The Westfield State College Madrigal Singers

The Madrigal Singers is open to all students by audition. Auditions are held during the first two weeks of the Fall semester.

Women's Glee Club and Men's Glee Club

Both clubs are open to all college students without audition. Each group rehearses one hour a week separately, two hours a week combined. The repertoire is popular music and light classics.

COURSES

MU 114 Woodwind Class 1 credit
The study of the various woodwind instruments through practical experience in performance to the extent that the student can demonstrate a knowledge of the basic fundamentals on these instruments.

MU 115 Brass Class 1 credit
The study of the various brass instruments through practical experience in performance to the extent that the student can demonstrate a knowledge of the basic fundamentals on these instruments.

MU 116 Percussion Class 1 credit
The study and acquisition of skills applicable to the various instruments of the percussion section.

MU 117 Keyboard Harmony No credit
Application of theoretical aspects presented in Basic Music Theory and Harmony classes: chordal progressions, realization of figured basses, modulation, transportation, and score reading.

MU 118-121 Minor Instrument or Voice, I-IV 1 credit per semester

MU 122-125 Major Instrument or Voice, I-IV 2 credits per semester

MU 126 Westfield State College Chorale 1 credit

MU 127 Women's Glee Club 1 credit

MU 128 Madrigal Singers 1 credit

MU 129 Wind Philharmonia 1 credit

MU 130 Jazz-Rock Ensemble 1 credit

MU 131 Woodwind Ensemble 1 credit

MU 132 Brass Ensemble 1 credit

MU 133 String Ensemble 1 credit

MU 134 Percussion Ensemble 1 credit

MU 135 Guitar Ensemble 1 credit

MU 136 Men's Glee Club 1 credit

MU 140 Saxophone Ensemble 1 credit

MU 141 Trumpet Ensemble 1 credit

MU 142 Piano Ensemble 1 credit

MU 101 Music Appreciation (for non-music majors and minors) 3 credits
The study of the components of music. Musical styles from the Middle Ages to the present.

MU 101 Music Appreciation (for music majors and minors only) 3 credits

MU 102 Basic Music Theory (for non-music majors) 3 credits
Music fundamentals and music in the elementary school.

MU 103 Basic Music Theory (for music majors and minors only) 3 credits
The study of notation, scale construction, intervals, chords, rhythm, and elements of form. An introduction to Harmony.

MU 104 Harmony I 3 credits
Basic chordal structures, inversions, progressions, and non-harmonic tones.

MU 107 Music in America 3 credits
The study of music in the Americas from the landing of Columbus, including the music of the American Indian, the Afro-American influence, and the music of the twentieth century composers.

MU 108 Piano Class (for non-music majors) 1 credit per semester total of 3 credits
Classroom instruction for the student with little or no keyboard experience.

MU 112 String Class 1 credit
A class of beginning string instruction. Elementary technique, repertory, and teaching principles.

MU 113 Voice Class 1 credit
A course designed to meet the needs of the non-voice major in the music major program. The class is conducted in the form of a vocal laboratory in which the students work on the development of skills necessary for good singing.

MU 137 Basic Musicianship I 1 credit
Sight-singing by syllables (solfege), ear training, dictation, rhythm exercises.

MU 138 Basic Musicianship II 1 credit
A continuation of Basic Musicianship I.

MU 201 Counterpoint I 3 credits
Sixteenth century counterpoint in the style of Palestrina and his contemporaries. Species technics in two or more parts.

MU 202 Harmony II 3 credits
Dominant seventh and extended chords in root position and inversions. Modulation to closely related keys.

MU 208 Orchestration I 3 credits
Prerequisite: Harmony I (MU 104), Instrumental Classes, Music History II (MU 211).
The technical aspects of each instrument, ranges, transpositions, score analysis and arranging for various combinations of instruments.

MU 210 Music History I 3 credits
Western music from the Middle Ages to the eighteenth century.

MU 211 Music History II 3 credits
Western music from the eighteenth century to the present.

MU 212 Recital Class 1 credit
Platform deportment and performance experience.

MU 218 Jazz-Rock Technics 3 credits
Prerequisite: Basic Music Theory (MU 103); Music major or minor.
The study of jazz-rock technics and fundamentals including: improvisation, scales, chords, and rhythmic interpretation of jazz phrases.

MU 219 History of Jazz-Rock 3 credits
Prerequisite: Permission of Instructor.
The study of jazz music from the early 1900's to the present. Emphasis on styles and interpretation of jazz and its influence on rock music of today.

MU 220-MU 223 Minor Instrument or Voice, V-VIII
1 credit per semester

MU 224-MU 227 Major Instrument or Voice, V-VIII
2 credits per semester

MU 301 Composition I 3 credits
Prerequisites: Harmony II (MU 202), Form and Analysis I (MU 311).
An introduction to basic compositional technics in music. Creative works in smaller forms.

MU 302 Composition II 3 credits
Prerequisites: Harmony III (MU 313), Counterpoint I (MU 201).
A continuation of Composition I with emphasis on creative writing in the larger instrumental and vocal forms.

MU 303 Composition III 3 credits
Prerequisites: Harmony IV (MU 314), Counterpoint II (MU 310).
Creative composition using twentieth century technics.

MU 304 Orchestration II 3 credits
Prerequisite: Orchestration I (MU 208).
A continuation of Orchestration I.

MU 305 Introduction to Musicology 3 credits
Prerequisites: MU 210, MU 211, and the Music History courses MU 317 through MU 321.
An introduction to the field of music research including the historical and scientific aspects of the subject. The course prepares the student for the study of musicology in graduate school.

MU 306 Stage Band Arranging I 3 credits
Prerequisite: Jazz-Rock Technics (MU 218), and Contemporary Harmonic Technics (MU 323).
The study of writing technics for jazz ensembles, rock groups, and other ensembles.

MU 307 Stage Band Arranging II 3 credits
A continuation of Stage Band Arranging I.

MU 308 Conducting I 3 credits
Prerequisites: Harmony I (MU 104), Harmony II (MU 202), Music History II (MU 211).
The development of conducting technics in rhythmic and melodic exercises. Attention is given to technics in choral conducting, the voice, choral literature, and performance practice.

MU 309 Conducting II 3 credits
Prerequisites: Harmony II (MU 202), Music History II (MU 211), Instrumental Classes.
Conducting and score reading of standard orchestral repertoire. Attention given to the broader aspects of style, interpretation, terminology, transposition and the detailed aspects of baton technic.

MU 310 Counterpoint II 3 credits
Prerequisite: Harmony III (MU 313).
Tonal counterpoint in the eighteenth century style.

MU 311 Form & Analysis I 3 credits
Prerequisite: Harmony II (MU 202).
An introduction to the analysis of musical forms. Works analyzed: 17th century to late 19th century compositions.

MU 312 Form & Analysis II 3 credits
Prerequisite: Form & Analysis I (MU 311).
Analytical technics. Emphasis on twentieth century analytical systems and analysis of works by twentieth century composers.

MU 313 Harmony III 3 credits
Chromatic harmony and altered chords, augmented sixth chords, remote modulations.

MU 314 Harmony IV 3 credits
Nineteenth and twentieth century technics. Harmonic analysis greatly emphasized.

MU 317 Music in the Middle Ages 3 credits
Prerequisites: MU 210 and MU 211 or Permission of Instructor.
A chronological study of the history of music from antiquity through the late Middle Ages.

MU 318 Music in the Renaissance Period 3 credits
Prerequisites: MU 210 and MU 211 or Permission of Instructor.
The study of forms and styles and history of Western Music from the early Renaissance through the sixteenth century.

MU 319 Music in the Baroque Period 3 credits
Prerequisites: MU 210 and MU 211 or Permission of Instructor.
The history of music from 1600 to 1750.

MU 320 Music in the Classic and Romantic Periods 3 credits
Prerequisites: MU 210 and MU 211 or Permission of Instructor.
A study of the forms and styles of music from 1740 to the latter part of the nineteenth century.

MU 321 Music in the Twentieth Century 3 credits
Prerequisites: MU 210 and MU 211 or Permission of Instructor.
The style of music from the Post-Romanticists to the art of the Avant-Garde.

MU 322 Jazz Improvisation 3 credits
Prerequisite: 118
A class for developing skills in harmonic, melodic, and rhythmic improvisation through performance.

MU 323 Contemporary Harmonic Technics 3 credits
Prerequisites: Harmony II (MU 202) and Jazz/Rock Technics (MU 218), and (MU 117)
Twentieth century chordal structures including extended chords, chromatic harmony, and harmonic substitutions. The keyboard will be used and all scoring will be for piano.

MU 324 Elementary Music Methods 3 credits
Prerequisites: Basic Music Theory (MU 102 or 103), General Psychology (PY 101), Voice Class (MU 113), Piano Proficiency (MU 117 or MU 120).
A survey of music literature, materials, and current teaching procedures appropriate for the elementary school. Consideration is given to the aims of an elementary music education program and the sequential development of musical learnings. Observation of music classes at the elementary level is required.

MU 325 Secondary Music Methods 3 credits
Prerequisites: Elementary Music Methods (MU 324), Conducting II (MU 309).
Materials, literature, and technics pertinent to the organization, development, and implementation of a junior — senior high school music program. The general and specialized aspects of the secondary school curriculum are considered. Observation of secondary school classes and rehearsals is required.

MU 326 Supervision & Curriculum 3 credits
Prerequisites: Elementary and Secondary Music Methods (MU 324 & 325).
The principles underlying a program of music education from kindergarten through senior high school. This course deals with staff, curriculum development, evaluation, scheduling, finance, and public relations.

MU 327 Student Teaching and Seminar 6 credits
Prerequisites: Successful completion of professional sequence, piano proficiency, level 6 jury examination (major instrument or voice and permission of Music Department).
A variety of observation and teaching experiences in the elementary and secondary schools under the supervision of a critic teacher and a College supervisor. Individual conferences and seminars are scheduled regularly as part of the growth and evaluative processes.

MU 330 Choral Arranging 3 credits
Prerequisites: Harmony I-III (MU 104, MU 202, MU 313), Counterpoint I, II (MU 201, MU 310).
The development of arranging technics for the choral ensemble. Particular attention is devoted to harmonic arranging for both the a cappella choir and accompanied ensembles for female, male, and mixed voices. Extensive attention is devoted to applying contrapuntal technics to the choral arranging process.

MU 339 Afro-Caribbean Music: Puerto Rico and the Caribbean Islands 3 credits
Prerequisite: Music Appreciation
Influences on the music of the Caribbean area: 1) Spanish music, 2) African music, 3) Indian music. Influences of island music on the music in the United States, present day music in Puerto Rico (1898-1975) and the music of the islands for the classroom, K-12 grades.

MU 399 Independent Study 3-6 credits

PHILOSOPHY

G. E. Tetrault, *Chairperson*
Lawrence C. Foard, Jr.
Leah J. Stern

Philosophy occupies a unique position among the learned disciplines. As one of the oldest forms of human inquiry, some of its main problems derive from classical antiquity. Problems concerning the nature of truth and of the good life, which posed difficulties for Plato and Aristotle, continue to beset our minds and are made all the more perplexing and entangling by the extraordinary acceleration of contemporary technology. Contemporary philosophers, in concert with their colleagues in science, religion, law, medicine and the social sciences, are actively involved in the re-examination of issues concerning life, death, morality, justice, human action, freedom and the future of man. Also, much of recent and contemporary philosophy has brought to the fore a new host of problems and puzzles, the solutions to which require interdisciplinary explorations. Recent advances in modern logic and linguistics have resulted in ever more powerful methods of philosophical analysis, affording a fresh opportunity to attack the newer problems of knowledge and reevaluate the more venerable ones.

Philosophic activity, then, is bi-focal: it involves both a constant re-evaluation of classical philosophical positions by a methodology made ever more rigorous, and a deliberate examination of philosophic frontiers and borderlines in order that the complex and unifying links between philosophy and other cognate disciplines might become clearer. It is with this distinction in mind, then, that the curriculum in philosophy has been structured. The courses in the philosophy curriculum are divided into three levels, which are determined by the level of difficulty and numbers of prerequisites. Level I courses require no prerequisite and are open to all students in the college. Level II courses generally carry one prerequisite. Level III courses contain material of advanced difficulty and generally carry two prerequisites. In all cases, however, the prerequisite(s) may be waived at the consent of the instructor teaching the course so as to permit students of strong background to avail themselves of an intellectual challenge.

PHILOSOPHY MINOR

Students who wish to add significant philosophic depth to their program of study may minor in philosophy. The program of each student is subject to approval by the department; even though the format which appears below will not be rigidly enforced, it will be regarded as the standard pattern for minor concentration in philosophy.

I. Minor concentration in philosophy shall be achieved by the successful completion of six courses in philosophy (18 credits).
II. Those courses shall be distributed within the following general pattern:
   a) Any two Level I (100 level) courses;
   b) Two courses in any given track, both of which must be at Level II (200 level);
   c) At least one Level III (300 level) course;
   d) One additional course in philosophy (Level II or Level III).
III. Course offerings are further articulated into broad designations (tracks). Emphasis on one track or another will largely depend upon the student's major area of concentration. Each student shall be assigned an advisor in the Department of Philosophy in order to facilitate the selection of those courses which best suit the student's inclination and talent. The tracks are given as follows.

Historical
PH 201 Ancient Greek Philosophy
PH 202 Modern Philosophy
PH 203 Nineteenth Century Philosophy
PH 302 Seminar in History of Philosophy

Ethical/Social
PH 101 Introduction to Social and Political Philosophy
PH 102 Introduction to Ethics
PH 205 Recent Ethical Theory
PH 208 Philosophy of Law

Logico-Scientific
PH 103 Symbolic Logic
PH 206 Advanced Symbolic Logic
PH 303 Many-Valued Logics
PH 304 Seminar in Philosophy of Science

Analytic
PH 104 Great Philosophical Issues
PH 204 Analytic Philosophy
PH 301 Seminar in Contemporary Philosophy

Any Level II or Level III course in the other tracks.

LEVEL I COURSES

PH 101 Introduction to Social and Political Philosophy 3 credits
The philosophical bases of individualism and liberalism and their critiques from left and right wing standpoints. Figures to be included — Hobbes, Locke, Rousseau, Marx, Engels, and Mill. Topics to be included — human rights and the law; distributive

justice; civil disobedience; the problems of individual and corporate freedom; the nature of society.

PH 102 Introduction to Ethics 3 credits
Reading and discussion on some of the main problems in ethics as seen in their historical and contemporary perspectives. Topics to be included — egoism; relativism; utilitarianism; justice; freedom; the good life and moral justification.

PH 103 Symbolic Logic 3 credits
Readings, discussions and exercises on the nature and function of modern deductive logistic systems — their terms, procedures of inference, propositions and quantifiers.

PH 104 Great Philosophical Issues 3 credits
An introduction to philosophy through readings and analyses of classical sources. Major philosophical arguments concerning the status of human knowledge, the existence of god, freedom and/or determinism, mind and body and the bases for knowledge will be emphasized.

LEVEL II COURSES

PH 201 Ancient Greek Philosophy 3 credits
Prerequisite: Any Level I course in Philosophy
Reading and discussion on selected philosophical problems considered by the pre-Socratics, Socrates, Democritus, Plato and Aristotle. Topics to be included — the Hesiodic and Homeric myths; protoscience and protophilosophy; Ionian Naturphilosophie and the quest for unity of nature; the problem of motion; being and becoming; the rise of dialogic technique and the emergence of the mature philosophic system.

PH 202 Modern Philosophy 3 credits
Prerequisite: Ancient Greek Philosophy or any Level I course in Philosophy
Reading and discussion of selected major problems and figures in the history of modern philosophy from Bacon to Kant. Topics to be included — the impact of the New Physics on philosophy; reason and revelation; the search for philosophic method and the emerging views of nature, reality and man.

PH 203 Nineteenth Century Philosophy 3 credits
Prerequisite: Modern Philosophy or Permission of Instructor
Reading and discussion of the major figures and movements in Nineteenth Century Philosophy. Topics to be included — German idealism and romanticism; Marxism; existentialism; evolutionism and American pragmatism. Consideration of the works of Hegel, Marx, Kierkegaard, Nietzsche, Darwin, Pierce and James.

PH 204 Analytic Philosophy 3 credits
Prerequisite: Great Philosophical Issues or Symbolic Logic
Reading and discussion of major contributions to recent and contemporary analytic philosophy, including a study of logical positivism and ordinary language philosophy. Consideration of the works of Moore, Russell, Ayer, Ryle, Wittgenstein and Quine.

PH 205 Recent Ethical Theory 3 credits
Prerequisite: Introduction to Ethics or Permission of Instructor
Reading and discussion of significant recent developments in ethical theory. Topics to be included — the nature of justice; utilitarian vs. deontological ethics; the fact/value problem; cognitive vs. noncognitive metaethical theories; the moral point of view and ethics and society.

PH 206 Advanced Symbolic Logic 3 credits
Prerequisite: Symbolic Logic or Permission of Instructor
Analysis of higher order propositional functions of a single logistic system. Topics to be included — quantification; the theory of relations; identity and the definite description; the general and ramified theory of types; problems in the formal foundations of mathematical logic and related metalogical and metamathematical results.

PH 207 Aesthetics 3 credits
Prerequisite: Any Level I course in Philosophy and/or a basic familiarity with the fine arts.
Readings and discussion of recent and classical philosophical writings in aesthetic theory. Topics to be included — the bases and character of aesthetic experience; criticism and valuation in the arts; objectivity and subjectivity in aesthetic judgement; and particular problems of the Fine Arts (drama, music, literature and the visual arts).

PH 208 Philosophy of Law 3 credits
Prerequisite: Any Level I course in philosophy is recommended prior to taking Philosophy of Law.
Reading and discussion of the impact of philosophy on law and legal science. Topics to be included — the philosophic sources of legal authority; the applications and ends of laws; law and legal authority; liability; property and the nature of man; contract; legal science and legal pragmatics; empiricist and constructionist interpretations of juristic philosophy; and some current controversies in legal philosophy.

PH 209 Philosophy of Religion 3 credits
Prerequisite: Symbolic Logic or Great Philosophical Issues or Permission of Instructor.
Readings, discussion and papers on the problem of religious discourse; the problems of the existence of a god or gods; the problem of religious experience; the problem of revelation.

LEVEL III COURSES

PH 301 Seminar in Contemporary Philosophy 3 credits
Prerequisite: Appropriate Level II course or Permission of Instructor.
Intensive analysis of selected problems or figures in contemporary philosophy, and the preparation of major papers.

PH 302 Seminar in History of Philosophy 3 credits
Prerequisite: Appropriate History of Philosophy course or Permission of Instructor.
Intensive analysis of selected problems or figures in

the history of philosophy, and the preparation of major papers.

PH 303 Many-Valued Logics 3 credits

Prerequisite: Advanced Symbolic Logic or some mathematical maturity, or Permission of Instructor.

Analysis of the theory, symbolism, notation and terminology of nonstandard logics. Topics to be included — many-valued generalization; system-specific status of the excluded middle; tautology preservation and non-preservation; logical absolutism and relativism; the geometric analogy; imagination in logic; logical primacy and its mathematical and philosophical ramifications; recent explorations in complex logics. Systems due to Bochvar, Kleene, Lukasiewicz, Post and Spisani will be emphasized.

PH 304 Seminar in Philosophy of Science 3 credits

Prerequisite: Symbolic Logic and General Physics, or Permission of Instructor.

Intensive analysis of selected problems or figures in the philosophy of science and the preparation of major papers. Topics to be included will be selected from among the following themes — the logical, philosophical and empirical foundations of scientific explanations, laws and theories; classical mechanism and its geometric roots; the crisis in classical mechanism and the demise of the mechanical model; the evolution of theories and the geometric analogy; the impact of contemporary physics on current scientific philosophy; imagination and genius in science and some glimpses forward.

PH 399 Independent Study 3-6 credits

A tutorial course to be arranged between the student and the instructor, subject to departmental approval.

PHYSICAL EDUCATION

Carmela L. Virgilio, *Chairperson*
Marie Duffy
Tilia Fantasia*
Larry French
Gerard Gravel
John Kurty
Amelia Riou
Martha van Allen
Carol Vermillion
Charles Weinmann

The Physical Education Department offers a major program which leads to a Bachelor of Science Degree in Physical Education. Students have the following options available:

1. Preparation for graduate work.
2. Preparation for teacher certification in Physical Education in Public Schools.*
3. Preparation for working with service groups offering Physical Education Activity Programs.
4. Preparation for Athletic Training.

In addition to the major program the Department offers electives in Health, Physical Education and Recreation as well as a wide variety of Physical Education Activities. The activity courses are offered as credit-electives for 8 weeks and students have the option of receiving a letter grade or a pass/no record.

Major Core: (44 credits)

	Credits
Introduction to Physical Education	2
History and Principles of Physical Education	2
Human Anatomy and Physiology	4
Introduction to Motor Learning	3
Kinesiology	3
Corrective & Adaptive Physical Education	3
Organization and Administration of Physical Education	3
First Aid and the Prevention of Injuries in Physical Education	3
Methods and Materials of Teaching Motor Activities	3
Physical Education Skills	10
Team Sports	3
Track & Field	1
Tumbling: Gym	1
Dance	1
Aquatics	1
Racquet Sport	1
Electives	2
Theory electives in Health, Physical Education or Recreation	3
Total	44

*On Sabbatical Leave for the Spring Semester 1977.

*Students wishing to be certified to teach must elect courses necessary to meet requirements for teacher certification as set forth by the Department and the Commonwealth of Massachusetts.

COURSES

PE 101 Introduction to Physical Education 2 credits
Introduction to the history, objectives, literature and organization of the physical education profession, discussions of responsibilities and opportunities of professional personnel.

PE 135 W.S.I. 2 credits
Prerequisite: American Red Cross Life Saving Certification
Emphasis will be placed on teaching of swimming, diving, the use of small water crafts and water safety; review of life saving skills and defensive techniques; legal aspects of life saving. ARC certification issued upon successful completion of course.

PE 201 History & Principles of Physical Education 2 credits
Preview of history of physical education, the place and function of physical education in education and society, identification of principles for development of sound programs.

PE 202 Introduction of Motor Learning 3 credits
Prerequisite: BI 113-114
The study of significant variables which influence motor learning, i.e., transfer, cues, practice, reminiscences, perception, reaction time, motivation, reinforcement, etc. and the analysis of selective variables which affect the acquisition of motor skills.

PE 203 Corrective and Adaptive Physical Education 2 credits
Prerequisite: PE 205
Examination techniques for recognition of atypical conditions characteristics and problems of the atypical selection and adaptation of physical activities to meet individual needs.

PE 204 Physiology of Exercise 3 credits
Prerequisite: PE 205
Study of the immediate and long range effects of exercise upon the human body. Emphasis on the circulatory and respiratory systems, training scientific foundations of physical fitness survey of related research.

PE 205 Kinesiology 3 credits
Prerequisite: BI 113-114
Science of human motion, analysis of leverage in body movement and problems of readjustment in relationship to body mechanics and to physical activity as it is related to an understanding of skillful, efficient and purposeful human motion.

PE 207 First Aid and the Prevention of Injuries in Physical Education 3 credits

Prerequisite: BI 113-114

Proper techniques for the prevention and correction of potential injuries in motor activities; the proper use of equipment, conditioning exercises. The medical examination and therapeutic aids and support methods. The fulfillment of the requirement of the American Red Cross Standard and Personal Safety Certification will be included.

PE 230 Basic Athletic Training 3 credits

Prerequisite: BI 113-114

The training procedures in athletic training, special emphasis on the prevention of athletic injuries, role of trainer athletic coach, and health services.

PE 301 Physical Education in the Elementary School 3 credits

Philosophy, program planning and methods of teaching children, guided observational experiences of children in schools, presentation of activities suitable in elementary school programs.

PE 302 Measurement and Evaluation in Physical Education 3 credits

Construction, use, selection and interpretation of evaluative tools applicable to physical education, elementary statistical methods.

PE 303 Organization and Administration of Physical Education 3 credits

The organization and administration of programs of physical education with emphasis on elementary and secondary school programs.

PE 304 Psychology of Coaching 3 credits

Prerequisite: PY 101

This course concentrates on the principles and techniques applicable to the coaching of sports at the elementary levels. A current multidisciplinary approach will be used.

PE 305 Methods of Conditioning in Athletics 3 credits

This course is designed to acquaint the student with various physical conditioning programs for athletics. Methods of developing strength, speed, flexibility and cardiovascular endurance such as: isotonic and isometric strength training, interval training, circuit training and aerobics will be discussed. Also discussed will be factors pertaining to physical conditioning such as erogenic aids, diet and nutrition in athletics.

PE 306 Methods and Materials of Teaching Motor Activities 3 credits

Prerequisite: PE 202

Analysis of performance and methods of teaching selected motor activities. Will include drill formation, sequence and progression to teaching skills, in team and individual sports and other physical activities.

PE 307 Physical Education for the Special Child 3 credits

Prerequisite: Special Education major or permission of Instructor

Deals with characteristics, needs and related problems of the special child associated with their integration into physical education programs. Special attention given to the emotionally disturbed, socially maladjusted, mentally retarded, physically handicapped, culturally deprived, and the gifted child.

PE 308 Curriculum Development 3 credits

Prerequisite: Advanced Standing

Curriculum of physical education at all levels in the public schools and colleges. Evaluation of activity programs. Recent development and current trends and their influences on the curriculum.

PE 309 Advanced Athletic Training 3 credits

Prerequisites: PE 204, HE 210, PE 302 written permission of instructor

The study of advanced techniques in the evaluation of and treatment of athletic injuries with special emphasis upon the theories and principles of tissue injury and repair. The course includes study of the principles of and the construction of programs for athletic fitness, protective and rehabilitative devices, and the underlying physics, physiological effects, and determination of proper care and use of advanced therapeutic modalities.

PE 310 Seminar in Physical Education 3 credits

Prerequisite: Physical Education Major with Advanced Standing

Systematic analysis and critical consideration of problems and issues encountered in the conduct of professional activities in Physical Education. Preparation and discussion of professional research by students on current topics.

PE 350 Student Teaching in Physical Education 6-12 credits

Prerequisites: Advanced Standing, PE 306

Supervised observation and student teaching in an elementary and/or secondary school, conduct of classes and extra-curricular activities development and understanding of school and community. Emphasis in continuity of lessons, units, daily evaluation. Supervision by cooperating school and Physical Education faculty from the college. Individual conferences and group seminars.

PE 351 Field Work 6-12 credits

Prerequisite: Physical Education Major with Advanced Standing

Provides Physical Education majors with opportunity to do in-service work with public and private agencies in the community. The students will work under the supervision of the agency director and will also be supervised by a faculty member from the Physical Education Department. Students will be expected to assist in the development as well as conduct of various physical education programs offered at these agencies.

PE 399 Independent Study 3-6 credits

Prerequisite: Physical Education Majors with Advanced Standing

Individual research and independent study related to a particular phase of Physical Education with approval from the Physical Education Department.

HEALTH

HE 101 Standard First Aid and Personal Safety 1 credit
Provided the fundamental principles, knowledge and skills of first aid and accident prevention. It prepares the average person to care for most injuries and emergencies when medical assistance is delayed. American Red Cross certification available.

HE 102 Nutrition and Food 2 credits
Will include the study of basic principles of nutrition and how the body uses food. Students will be expected to understand recommended daily food allowance and evaluate individual habits. The role of vitamins, minerals, fluids, pre-event meals will be discussed.

HE 201 Foundations of Health 3 credits
Study of the basic health problems of college students, discussions, and investigations of current health problems as drugs, alcohol, smoking. VD and emotional health.

HE 202 Community and School Health 2 credits
Prerequisite: HE 201
Develops an understanding of the meaning of health education, the teachers role in the school health program, and the ways in which the teacher may work with and gain help from health personnel in the school and community.

HE 301 Health Education in the Elementary School 3 credits
Prerequisites: HE 201 or consent of the instructor
This course is designed to assist administrators and classroom teachers in evaluating health needs of the particular school system and to formulate programs in health education. Emphasis will be on correlation and integration of health instruction.

HE 302 Advanced First Aid and Emergency Care 3 credits
Prerequisites: Criminal Justice majors – upperclassmen
Covers skills and knowledge needed by persons who are likely to give first aid frequently and will more than likely be responsible for some transportation when medical assistance will be delayed. American Red Cross Certification available.

HE 303 Methods and Materials in Health Instruction 3 credits
Prerequisite: HE 201 or consent of the instructor
Deals with the most effective methods, procedures and techniques in teaching health. Instructional and curricular materials will be presented along with evaluation techniques and current methodology. Sources of materials and agencies which provide assistance will be included.

HE 304 Current Issues in Health Education 3 credits
Prerequisites: HE 201 or consent of the instructor
Provides the basic information in health education for personal use and discusses ways in which this information can be adapted and presented to meet health needs of school children and adults. Emphasis on current issues at the time. (V.D., family living, nutrition, drug education, etc.)

RECREATION

RE 101 Recreational Skills 3 credits
This course covers a survey of the skills and teaching techniques of a wide variety of sports and games, arts and crafts, drama and literature, music and social activities.

RE 102 Introduction to Recreation and Leisure 2 credits
Introduction to the basic concepts, present status of recreation. Overview of the history of the Recreation Movement and its basic philosophy.

RE 201 Techniques of Recreational Leadership 2 credits
Prerequisites: RE 102
The theory and practice of leadership techniques specifically applied to the organizing and conduction of recreational activities.

RE 301 Outdoor Recreation 3 credits
Prerequisites: RE 102, RE 201
An in-depth analysis of outdoor recreational activities, includes skills of living in nature in respect to wilderness camping and environmental awareness, campcraft skills; planning and conducting outdoor recreation programs.

OFFICIATING COURSES

PE 121	**Officiating Men's Soccer**	1 credit
PE 123	**Officiating Softball**	1 credit
PE 125	**Officiating Women's Basketball**	1 credit
PE 126	**Officiating Men's Basketball**	1 credit
PE 128	**Officiating Volleyball**	1 credit
PE 130	**Officiating Field Hockey**	1 credit
PE 157	**Officiating Women's Gymnastics**	1 credit
PE 167	**Officiating Men's Baseball**	1 credit

COACHING COURSES

Prerequisite: Varsity experience, or skills course in activity

PE 209	**Coaching Football**	1 credit
PE 210	**Coaching Track and Field — Cross Country**	1 credit
PE 211	**Coaching Baseball-Softball**	1 credit
PE 212	**Coaching Basketball**	1 credit
PE 213	**Coaching Football**	1 credit
PE 214	**Coaching Golf**	1 credit
PE 215	**Coaching Gymnastics**	1 credit
PE 216	**Coaching Lacrosse**	1 credit
PE 217	**Coaching Field Hockey**	1 credit
PE 218	**Coaching Soccer**	1 credit
PE 219	**Coaching Tennis**	1 credit

SKILLS

PE 110	Archery	1 credit
PE 111	Badminton	1 credit
PE 112	Riding	1 credit
PE 113	Billiards	1 credit
PE 114	Fitness for Adults	1 credit
PE 115	Bowling	1 credit
PE 116	Judo	1 credit
PE 117	Elementary Games	1 credit
PE 118	Fencing	1 credit
PE 119	Yoga	1 credit
PE 120	Soccer	1 credit
PE 121	Officiating Men's Soccer	1 credit
PE 122	Softball	1 credit
PE 123	Officiating Softball	1 credit
PE 124	Basketball	1 credit
PE 125	Officiating Women's Basketball	1 credit
PE 126	Officiating Men's Basketball	1 credit
PE 127	Volleyball	1 credit
PE 128	Officiating Volleyball	1 credit
PE 129	Field Hockey	1 credit
PE 130	Officiating Field Hockey	1 credit
PE 131	Beginners Swimming	1 credit
PE 132	Intermediate Swimming	1 credit
PE 133	Swimmers	1 credit
PE 134	Senior Life Saving	1 credit
PE 135	WSI	1 credit
PE 136	Synchronized Swimming	1 credit
PE 137	Skin and Scuba Diving	1 credit
PE 138	Boating & Canoeing	1 credit
PE 139	Sailing	1 credit
PE 140	Square Dance	1 credit
PE 141	Folk Dance	1 credit
PE 142	Modern Dance	1 credit
PE 143	Ballroom Dance	1 credit
PE 144	Modern Jazz	1 credit
PE 145	Basic Ballet	1 credit
PE 146	Ballet II	1 credit
PE 147	Basic Rhythmic Activities	1 credit
PE 148	Tap Dance	1 credit
PE 149	Tennis I	1 credit
PE 150	Tennis II	1 credit
PE 151	Track and Field	1 credit
PE 152	Golf I	1 credit
PE 153	Golf II	1 credit
PE 154	Skiing I	1 credit
PE 155	Ski Touring and Snow Shoeing	1 credit
PE 156	Gymnastics I	1 credit
PE 157	Gymnastics II	1 credit
PE 158	Officiating Women's Gymnastics	1 credit
PE 159	Tumbling	1 credit
PE 160	Self Defense I	1 credit
PE 161	Self Defense II	1 credit
PE 162	Weight Training and Conditioning	1 credit
PE 163	Wrestling	1 credit
PE 164	Bicycling	1 credit
PE 165	Handball and Paddleball	1 credit
PE 166	Lacrosse	1 credit
PE 167	Camping Skills	1 credit
PE 168	Officiating Men's Baseball	1 credit
PE 169	Squash	1 credit
PE 170	Touch Football	1 credit

PHYSICAL SCIENCE

Patrick V. Romano, *Chairperson*
Peter P. Ball
Gilbert W. Billings
Michael J. Russo
Samuel T. Scott
Arthur Zavarella

The Physical Science Department offers basic courses in physics, chemistry, physical science, and the earth and space sciences for all students. Advanced courses in chemistry and physics are offered. These courses are intended for students majoring in General Science, Biology, and Mathematics.

The Department offers a Bachelor of Science degree in General Science. The General Science major is designed to allow students to concentrate in either Chemistry, Physics, or Science Education. The department believes that these sequences provide desirable alternatives and considerable flexibility for Westfield State College students. The subsequent program descriptions are those for the three possible concentrations a student may take as a General Science major.

The Physical Science Department has also established easy access programs in physics and engineering with Northeastern University. An agreement has been reached concerning the equivalency of the first two years of the physics concentration at Westfield to the physics and engineering majors at Northeastern University. A student may easily transfer to Northeastern with essentially all credit earned at a level of C or above at Westfield and thereby continue as a normal third year student at Northeastern. Students interested in this program should contact a member of the physics faculty of the Physical Science Department.

GENERAL SCIENCE CONCENTRATION

It is recommended that a student choose Math S-I and S-II (Math for Science Majors) to partially meet the 9 hour Math and Science portion of the common core.

Required Courses:

PS 119 or PS 115
Physics or General Physics I — 4 credits
PS 121 or PS 117
Physical II or General Physics II — 4 credits
PS 109
General Chemistry I — 4 credits
PS 111
General Chemistry II — 4 credits
PS 106
Astronomy — 3 credits
PS 104 + PS 105
Geology and Lab — 4 credits

Plus two courses selected from the following three:

BI 102
Environmental Biology — 3 credits
BI 104
Biology of Organisms — 4 credits
BI 106
Inheritance & Development — 4 credits

Electives
Electives selected from Physical or Biological Science, Science Education or Math Courses — 8 credits

38 or 39 credits

If a student should use any of the listed courses for credit in the common core, the number or credit hours needed for the concentration would be reduced accordingly.

This track is designed for and therefore recommended only to those students planning to teach at the middle school/jr. high school level and who plan to elect the education minor. A student interested in preparing for graduate school or for a career in science should enter one of the other concentrations of the General Science Major.

Electives — A minimum of 41 credit hours chosen from all college courses. The student should use electives to meet the professional sequence recommended by the Secondary Education Department.

CHEMISTRY CONCENTRATION

It is recommended that a student choose Calculus I and II to partially meet the 9 hour Math and Science portion of the common core. A student who does not feel sufficiently prepared to undertake calculus should take Math S-I and S-II (Math for Science Majors). A biology course is recommended to fulfill the remaining portion of this part of the common core.

Required Courses:

PS 119 or PS 115
Physics I or General Physics I — 4 credits
PS 121 or PS 117
Physics II or General Physics II — 4 credits
PS 109
General Chemistry I — 4 credits
PS 111
General Chemistry II — 4 credits
PS 201
Organic Chemistry I — 4 credits
PS 203
Organic Chemistry II — 4 credits

PS 209
Analytical Chemistry I 4 credits
PS 211
Analytical Chemistry II 4 credits

Electives

Electives selected from Physical Chemistry, Biochemistry and Theoretical and Experimental Research 8 credits

Total 40 credits

If a student should use any of the above courses for credit in the common core, the number of credit hours needed for the concentration would be reduced accordingly.

It is expected that students in consultation with a departmental advisor will choose a portion of their electives from course offerings in chemistry, physics, biology and mathematics. Students wishing to obtain certification to teach chemistry should use electives to meet the Professional Sequence recommended by the Secondary Education Department.

PHYSICS CONCENTRATION

If a student desires to pursue the physics concentration of the B.S. in General Science major, the student should plan a core selection in the sciences and mathematics in light of the concentration requirements listed immediately below.

PS 119
Physics I 4 credits
PS 121
Physics II 4 credits
PS 225
Physics III 3 credits
PS 226
Physics IV 3 credits
MA 105
Calculus I 3 credits
MA 106
Calculus II 3 credits
MA 201
Calculus III 3 credits

In addition, the student should take nine additional credit hours of physics chosen from the following courses as offered.

PS 301
Modern Electronics 4 credits
PS 234
Introduction to Astrophysics 3 credits
PS 231
Introduction to General Relativity and Cosmology 3 credits
PS 215
Biophysics 3 credits
PS 233
Introduction to Quantum Theory 3 credits
PS 211
Modern Physics 3 credits
PS 222
Theoretical & Experimental Research 3 credits
PS 232
Theoretical Mechanics 3 credits
PS 215
Biophysics Seminar 3 credits
PS 223
Physics Seminar 3 credits

Finally, the student, under advisement and depending upon his career option, will take an additional 8 (or 9) credit hours chosen from the following courses:

PS 109
General Chemistry I 4 credits
PS 111
General Chemistry II 4 credits
BI 102
Environmental Biology 3 credits
BI 104
Biology of Organisms 4 credits
BI 106
Inheritance and Development 4 credits
MA 202
Calculus IV 3 credits
MA 304
Differential Equations 3 credits
MA 319
Computer Programming 3 credits

Total 40-41 credits

Dependent upon the career goals, it is hoped that under close advisement from members of the physics faculty, the student will consider utilizing some of the 40 hours of electives to build upon the core and concentration foundation described above.

The physics track has been designed with a high degree of flexibility. The purpose of this flexibility is to allow for the possibility that in addition to the traditional physics careers (industrial work in applied physics or technology, teaching physics at the secondary level, or careers based on graduate study in physics), a student might seek opportunities in environmental, engineering, health and medical fields.

MINORS

In addition to the major concentrations, the department offers minors in Physics and Chemistry. All students minoring in Physics must take Physics I, Physics II, Physics III, and Physics IV. After completion of these courses, the student must elect an additional 4 credit hours in physics from the courses:

Introduction to Quantum Theory
Theoretical Mechanics

Physics Seminar
Introduction to Astrophysics
Introduction to General Relativity and Cosmology
Modern Electronics

A chemistry minor must initially take General Chemistry I and II. An additional 10 credit hours is then required from the courses:

Organic Chemistry
Analytical Chemistry
Physical Chemistry

COURSES

PS 101 Physical Science 3 credits
Includes the basic concepts of Physics such as an elementary study of mechanics, heat, sound, light, magnetism, and electricity, along with introductory topics in Earth-Space science and Chemistry. Two lectures and one double-period discussion-laboratory session per week.

PS 102 Physical Science Laboratory
Required with PS 101

PS 103 Earth and Space Science 3 credits
The characteristics of the sun and the planets forming the solar system are introduced. The earth, moon, their motions, and other characteristics are investigated. Properties of the earth's interior, its crust, oceans, and its atmosphere are used to describe geomagnetism, earthquakes, continental drift, climate, and weather. 3 hours lecture, 1 hour laboratory per week.

PS 104 Geology 3 credits
A systematic examination of the rocks and minerals which compose the earth's crust: and the processes of weathering and erosion which sculpture the crust. Structural, tectonic, and other long term activities are investigated. 3 hours lecture per week. May be taken without laboratory.

PS 105 Geology Laboratory 3 credits
A three hour laboratory session correlated with Geology PS 104; includes rock and mineral identification, use of topographic maps, and a number of weekend field trips. Geology PS 104 must be taken with Geology Laboratory.

PS 106 Astronomy 3 credits
The course includes topics in both modern and classical astronomy, planetary motion and the night sky, the sun, stellar characteristics and evolution, radio astronomy, the interstellar medium, galaxies and cosmology. These topics will be treated by means of both lectures and observations with both 12 inch and 6 inch reflecting telescopes.

PS 107 Introduction to Chemistry 4 credits
Introduction to Chemistry is a one-semester course consisting of a broad look at the fundamental concepts of modern chemistry. Topics studied will include atomic and molecular structure, physical and chemical changes, acid-base chemistry, organic chemistry, and biochemistry. These concepts will be applied to the examination of our energy picture, environment, chemical technological processes, and other related matters. 3 hour lecture.

PS 108 Introduction to Chemistry Laboratory
Required with PS 107
Introduction to Chemistry Laboratory is a 3 hour laboratory session allowing students to develop laboratory technique in relationship to the study of chemistry.

PS 109 General Chemistry 4 credits
This course consists of a broad look at the fundamental concepts of modern chemistry including the mole concept, stoichiometry, heat, the periodic table, atomic structure, bonding, gas phase chemistry, and organic chemistry.

PS 110 General Chemistry Laboratory I
Required with PS 109
A 3 hour required laboratory session will correlate lecture materials with laboratory technique. One laboratory session is scheduled per week for each student.

PS 111 General Chemistry II 4 credits
Prerequisite: PS 109
A continuation of General Chemistry I. The topics covered include solid, liquid and solution chemistry, chemical equilibrium, chemical kinetics, chemical reactions, acid-base theory, electrochemistry, nuclear chemistry, and selected topics.

PS 112 General Chemistry Laboratory II
Required with PS III
A 3 hour required laboratory session will correlate lecture material with laboratory technique. One laboratory session is scheduled per week for each student.

PS 113 Introduction to Physics 4 credits
This course is designed to introduce students to some of the phenomena and methods of inquiry which are part of physics. Subject content will be selected primarily from modern areas of physics which illustrate the fundamental physical laws, and which lend themselves to applications in the life sciences and other physical sciences. Much of the lab work will utilize a "discovery" approach. 3 hours lecture — recitation, 2 hours lab per week.

Note: This course is a required prerequisite to General Physics or Physics I for those students who have not had high school physics.

PS 114 Introduction to Physics Laboratory
Required with PS 113

PS 119 Physics I 4 credits
Corequisite: Calculus I
The class meets for 3 hours of lecture/week and 3 hours of laboratory/week. Topics include: a description of motion, kinematics, Newton's Laws, force, work, and energy, momentum, angular momentum, the conservation laws, heat and an introduction to thermodynamics. The use of elementary calculus to solve problems involving trajectories, work and one-dimensional potentials will be stressed. Vectors, scalar products, and vector cross products will be introduced.

PS 120 Physics I Laboratory
Required with PS 119

PS 121 Physics II 4 credits

Corequisite: Calculus II

This course has 3 hours of both lecture and lab per week. Topics include: electrical forces, Coulomb's Law, electric fields, potentials and currents, Kirchoff's laws, magnetic induction, electromagnetic induction, energy in electric and magnetic fields, capacitors, inductors, oscillations, and resonant circuits, an introduction to Special Relativity Theory. Mathematically this course introduces the student to simple 2 and 3 dimensional potential problems, illustrates the use of different coordinate systems, and develops some important applications of the elementary transcendental functions.

PS 122 Physics II Laboratory

Required with PS 121

PS 123 Physics of Musical Sound 4 credits

Old and new research in auditory perception have yielded many valuable clues to our ability to appreciate and comprehend music. One goal of this course is to review these findings and to study the relationships between physical variables of sound and their perceptual correlates. Topics will include the psychophysical laws for loudness and pitch perception, perception of complex sounds and phase relations, binaural effects, and transient effects. A second related goal is the description of complex sounds in terms of their spectra. To this end, a qualitative use of the fundamental theorem of Fourier analysis will be made. Experimental techniques for analyzing and synthesizing complex sounds will be introduced. Two or three major and experimental projects will constitute the laboratory work for the course. 3 hours lecture-demonstration, 2 hours lab per week.

PS 124 Physics of Musical Sound Laboratory

Required with PS 123

PS 125 Physics for the Life Sciences 4 credits

Prerequisites: Math I and II; (General Chemistry - recommended)

The basic laws of classical physics will be introduced with applications to biological systems. Physical parameters of the environment and of biological structures (performance limits) will be correlated with these laws, and the definition and measurement of physical stresses will be introduced. Brief introductions to one or more advanced topics of current research interest will be provided. 3 hours lecture, 2 hours lab.

PS 127 Introduction to Optics and Photography 4 credits

An introduction to optical phenomena with applications in photography. Geometrical optics (reflection, refraction, imaging) and Physical optics (interference, diffraction, and color) are utilized to explain camera operation and characteristics. Study will include the practical application of light, mirrors, lenses, and the chemical processes used in developing, printing, and enlarging photographs. Films, emulsions, filters, and techniques for indoor and outdoor exposures are covered. 4 hours laboratory and lecture per week.

PS 128 Introduction to Optics and Photography Laboratory

Required with PS 127

The laboratory session through classical experiments will correlate lecture material with laboratory technique. Photographic and black and white darkroom techniques are introduced.

PS 131 Science for the Middle School/Jr. High School 3 credits

Prerequisite: 3 credits in biology, 3 credits in the physical sciences.

This course is designed to prepare future teachers of middle school/junior high school science to use the student-inquiry oriented approach to teaching science. Emphasis will be placed on the National Science Foundation funded science programs designed for the middle school/junior high school (TSM, IPS, PSII, ISCS, ES, IME, IMB, BSCS, ESS, and IIS).

PS 201 Organic Chemistry 4 credits

Prerequisite: PS III

A survey of general organic chemistry. After a review of chemical principles, the course considers the structure, nomenclature, properties and uses of aliphatic and aromatic compounds. Discussion includes the isolation and identification of organic compounds, nucleophilic displacement and elimination reactions and organometallic compounds.

PS 202 Organic Chemistry I Laboratory

Required with PS III

A 3 hour laboratory introducing the student to the techniques of the organic chemist including distillation, recrystallization, extraction, determination of physical properties for identification and introduction to organic synthesis.

PS 203 Organic Chemistry II 4 credits

Prerequisite: PS 201

The continuation of Organic Chemistry I. The chemistry, properties and uses of alcohols, ethers, aldehydes, ketones, and organic acids are studied. Optical Isomerism is discussed. Carbohydrates, animo acids, proteins, and related biological processes are considered in emphasizing the life sciences and biochemical reactions.

PS 204 Organic Chemistry II Laboratory

Required with PS 203

PS 205 Physical Chemistry I 4 credits

Prerequisite: PS III, Permission of Instructor.

Physical Chemistry deals with the properties, structures, theories, and laws of matter. Detailed study will occur in the areas of the gas laws, Kinetic-molecular theory, atomic and molecular structure, thermodynamics, thermochemistry, physical and chemical equilibrium, and chemical bonding.

PS 206 Physical Chemistry Laboratory I

Required with PS 205

A 3 hour laboratory session will correlate lecture material with laboratory technique.

PS 207 Physical Chemistry II 4 credits

Prerequisite: PS 205

A continuation of Physical Chemistry I. Topics include chemical kinetics, liquid and crystal theory,

phase equilibria, solution chemistry, electrochemistry, and selected topics.

PS 208 Physical Chemistry Laboratory II
Required with PS 207
A 3 hour laboratory session will correlate lecture material with laboratory technique.

PS 209 Analytical Chemistry I 4 credits
Prerequisite: PS 111
The course consists of lectures, discussions, and laboratory work covering the fundamentals of analysis. Study includes gravimetric analysis, volumetric analysis, and the statistical treatment of data. A main aspect of lecture will be the application of equilibrium to acid-base, precipitation, redox, and complex formation reactions. An important objective of the laboratory is the development of good laboratory technique. 3 hours lecture, 3 hours laboratory per week.

PS 210 Analytical Chemistry Laboratory I
Required with PS 209

PS 211 Analytical Chemistry II 4 credits
Prerequisite: PS 209
The course consists of lectures, discussions, and laboratory work covering the fundamentals of analysis. Emphasis will be on modern methods of instrumental analysis. 3 hours lecture, 3 hours laboratory per week.

PS 212 Analytical Chemistry Laboratory II
Required with PS 207

PS 213 Biochemistry 3 credits
The first portion of this course will study important biochemicals including water, amino acids, peptides, proteins, enzymes, carbohydrates, lipids, and nucleotides. The latter portion will examine the relationship of these compounds to bioenergetics, glycolysis, the tricarboxylic acid cycle, electron transport, oxidative phosphorylation, fatty acid oxidation and biosynthesis, carbohydrate biosynthesis, nitrogen and amino acid metabolism, protein synthesis, and photosynthesis. An effort will be made to correlate the various metabolic pathways with the cells and organelles of biological systems. Special topics may be covered if time should be available. 3 hour lecture.

PS 214 Biochemistry Laboratory 1 credit
A three-hour laboratory session allowing students to develop laboratory technique in relationship to the study of biochemistry.

PS 215 Biophysics Seminar 3 credits
Prerequisite: Permission of Instructor.
An "honors" type project-oriented seminar course for advanced students. Students would develop experimental (or theoretical) projects in the broad area of biophysics or mathematical biology, under the supervision of a faculty member from one of the sciences or mathematics. Weekly or biweekly colloquiums would be given by students, faculty members or visiting scientists and important current research would be discussed. Students with successful research experiences would be encouraged to prepare them for publication or presentation at one of the student professional meetings.

PS 216 Biophysics 4 credits
Prerequisites: PS 121 or Permission of Instructor.
The course investigates the applications of basic physical laws to biological systems. Applications of mechanics, thermodynamics, electricity and magnetism, and optics and radiation physics to structure, perception, evolution, and mutation will be considered. Laboratory work will include some use of electronic instrumentation for biological measurements. 2 hour lecture, 3 hours laboratory per week.

PS 217 Biophysics Laboratory
Required with PS 213

PS 218 Modern Physics 4 credits
Prerequisite: PS 121
The course provides an introduction to the experimental and theoretical discoveries of the late nineteenth century and the twentieth century which have altered or replaced classical physics. An introduction to special relativity is used to develop the connections between electromagnetic theory and mechanics. The principles of quantum mechanics are introduced to explain the wave-particle duality, spectra, and other atomic and nuclear phenomena. 3 hour lecture.

PS 223 Physics Seminar 3 credits
Prerequisites: Physics I, Physics II, Calculus I, Calculus II, and Permission of Instructor.
The purpose of this seminar is to investigate selected topics of interest in either theoretical or experimental physics. Possible theoretical topics of interest are: methods of mathematical physics, numerical methods and computational physics, characteristic (partial) differential equations of physics and their solutions, and advanced topics such as application of group theory in physics, topics in many-body theory physics and solid state physics. Possible experimental topics of interest are: advanced electronics, digital logic circuits, solar heating apparatus, topics in biophysics, instrumentation and spectroscopy. Assuming different topics are offered, an interested student may take the seminar twice.

PS 225 Physics III 3 credits
Corequisite: Calculus III
Topics include: the Special Theory of Relativity, Maxwell's Equations, electromagnetic waves, diffraction and physical optics. This course develops many important applications of the techniques of partial differentiation and multiple integration, and introduces the vector differential operators.

PS 226 Physics IV 3 credits
Prerequisites: Physics III and Calculus III
This course discusses selected topics from classical thermodynamics, the breakdown of classical physics, introduction to quantum mechanics.

PS 227 Theoretical Mechanics 3 credits
Prerequisite: Calculus III
This course discusses holonomic systems, the Lagrangian and its equations of motion, the Hamiltonian formalism and canonical transformations, normal modes, Euler's equations and rigid body motion, scattering problems.

PS 229 Theoretical and Experimental Research
Variable credits: 1-3 credits per semester
Prerequisite: Departmental approval.

A total of 6 credits may be applied toward the undergraduate degree. The course involves independent study in a physical science with the student performing a laboratory of theoretical research project under the supervision of an instructor.

PS 231 Introduction to General Relativity and Cosmology 3 credits

Prerequisite: Calculus III and Physics III

This course introduces the student into one of the most exciting fields of physics at the current time. Starting from the theory of Special Relativity, through physical arguments the student is introduced to the theory of General Relativity. After discussing the classical tests that verified this theory, the discussion proceeds onto the question of cosmology and evolution of the observable universe. Certain of the simpler cosmology models will be introduced.

PS 232 Introduction to Quantum Theory 3 credits

Corequisite: MA 302

The topics covered are matter waves, the diffraction of particles, the Schrodinger wave function and equation, probability and probability amplitudes, canonical variables, operators and commutation relations, eigenvectors and eigenvalues, and the Heisenberg representation.

PS 233 Introduction to Astrophysics 3 credits

Prerequisites: Calculus II, Physics I, II.

This course serves as an introduction to the physics of stars and galaxies. The topics covered are structure of the Sun, evolution of stars, evolution of the galaxies, magnetic fields in the interstellar medium, evolution of planetary atmospheres, and an introduction to cosmology.

PS 301 Modern Electronics 4 credits

Characteristics of circuit elements (resistors, capacitors, inductors, diodes and transistors) will be studied and their applications to electronic circuits will be developed. A major part of the course deals with the applications of modern integrated circuits to communications, biological and other scientific instrumentation, and to analog and digital computation. 2 hours lecture, 3 hours laboratory per week.

PS 302 Modern Electronics Laboratory

Required with PS 301

The laboratory work will be self-paced and will permit students to concentrate in areas of their greatest interest during the latter part of the course. The practical use of standard electrical measuring instruments will be emphasized during the first part of the course.

PS 399 Independent Study 3-6 credits

POLITICAL SCIENCE

Andrew R. Raposa, *Chairperson*
Weston A. Dyer
Michael Engel
Erika Pilver

The Political Science Major is a three track system. The program permits the student to study in any two fields without an internship, to undertake a program in International Studies (which is the most traditional program and route into graduate school programs) and, finally, to concentrate in either politics or public administration which involves an internship program. The three track system was established to give the student options in any number of directions: to provide students with a foundation for graduate study or law school; to enchance opportunities in public and private job markets through the internship; to help prepare political science majors for secondary school teaching; and to provide students the opportunity for interdisciplinary concentration through the Minor Program of 18 hours, the Urban Studies Concentration.

FOUR COMPONENTS OF THE MAJOR — 36 hours

American National Government — 3 hours
Mandatory. May be taken at any time during the first TWO years.

To be selected from the following courses: — 6 hours

State & Local Government
Political Theory I
Political Theory II (no prerequisite)
Comparative European Government
U.S. Legal History
Urban Politics

Major fields of concentration — 18 hours

Track 1: No Internship Program — The Student will take 9 hours in any *two* of the following fields for a total of 18 hours:

LAW

Constitutional Law
Recent Supreme Court Decisions
Comparative Legal Systems
Adjudication of Social Issues

INTERNATIONAL STUDIES

International Relations
American Foreign Policy
Government Policies in Russia
Comparative Ideological Systems
Comparative European Governments

PUBLIC ADMINISTRATION

Public Administration
Skills in Public Administration
Politics of Organization

POLITICS

American Political Thought
Political Parties & Elections
American Presidency
Urban Politics

Track 2: *International Studies*. The Student will take 18 hours in the field of International Studies as follows:

-5 courses listed above — 15 hours *plus*
-Comparative Legal Systems — 3 hours *OR*
-U.S. Latin American Relationship — 3 hours

Track 3: *Internship Program*. The student will take 18 hours in Public Administration *OR* Politics.

PUBLIC ADMINISTRATION

3 courses (above)	9 hours
1 course on Advise	3 hours
Internship	6 hours

POLITICS

4 courses (above)	12 hours
Internship	6 hours

Internship Program: TBA. Will include at least 8 hours per week in internship office which will be capped by a scholarly research paper.

The student may choose 9 hours (3 courses) among any political science courses not previously taken — 9 hours

URBAN STUDIES CONCENTRATION

The student may take the Political Science Major (36 hours) in Track 1 in Public Administration and Politics with no internship, or in Track 3 (Internship).

The student may choose 18 hours in other departments from among the following which will form the Urban Concentration Minor:

Urban History I
Urban History II
Urban Sociology
Mathematics for the Social Sciences
Urban Ecology (Biology)
Metropolitan Studies
Urban Geography
Urban Education

Internship

The internship program (PL 311), is the key element in implementing the Track 3 portion of the program. It is increasingly evident that service work is becoming the most rapidly expanding field of employment. It has been projected that by 1980 over two-thirds of the labor force will be employed in the service sector. And it is

the human services; health, education and welfare, that have grown the fastest. Furthermore, it is at the state and local levels, where the human services are actually delivered, that the greatest increases in employment have occurred. If this holds true, the internship program will perform a vital function by bringing together in a constant interaction the so-called "ideal," or theoretical, world of academia and the "real," or applied, world of the political agency.

COURSES

PL 101 American National Government 3 credits
Fundamental course dealing with the constitution, congress, president, courts, and political party systems of the American National government.

PL 201-202 United States Legal History, I & II 3 credits each
A course tracing the history of American legal tradition and practice. Emphasis will be on the legal structure and its impact on society, legal concepts illustrated by actual cases, and an analysis of the Constitution, of the United States from the legalistic viewpoint.

PL 203 State & Local Government 3 credits
Fundamental course dealing with the powers, organization, functions and intergovernmental relations of the state, county, municipality and other local governments.

PL 204 Introduction to Public Administration 3 credits
The relationship of the administrative branch of government to other branches in the making and implementation of public policy, theories of government organization for efficient administration, problems of budgeting personnel, merit systems, types of agency organization, popular control over the bureaucracy.

PL 205 Urban Politics 3 credits
Examplifies the areas of "urban problems" in the context of leading political science theories, and in turn examines these writings in light of contemporary developments in the cities.

PL 301-302 Political Theory, I, II 3 credits each
Selected issues in the history of political thought with emphasis on their pertinence to ancient and recent political, economic, and social problems.

PL 303 International Relations 3 credits
An introduction to the nation-state system and conceptions of national interest in modern world politics. The forms and distribution of power by which states seek to implement national interest. The making of foreign policy and methods of adjusting international conflict. Emphasis on current international problems.

PL 304 American Political Thought 3 credits
The origin and development of American political thought (theory and practice) from Colonial times to present.

PL 305 American Foreign Policy 3 credits
Constitutional, political, ideological and administrative consideration which influence the formulation and execution of American foreign policy. Special emphasis on current issues.

PL 306 Political Parties & Elections 3 credits
The American political process, with emphasis on parties, pressure groups and public opinion.

PL 307 The Presidency in American Government 3 credits
The growth of the executive in United States Government. Varying conceptions of the presidential office. Constitutional and political aspects of the office in legislation, administrations and conduct of foreign and military affairs. The present as party leader and the growth of one-man rule.

PL 308 Constitutional Law 3 credits
The Federal system under the Constitution of the United States, judicial review in constitutional cases, state and local rights and responsibilities.

PL 309 Recent Supreme Court Decisions 3 credits
Selected and pertinent cases, points of law and their ramifications.

PL 311 Field Study in Government 3 credits
A program of directed study and internship in various career fields allied to government and public service. These may include legislative aids, interns in governmental agencies, governmental task forces, etc. While gaining practical work experience through the internship program, the student will also be undertaking a directed project associated with the area of internship.

PL 312 Comparative European Governments 3 credits
The institutional approach will be employed to the study of the governments of England, France, Germany, and the Soviet Union. The institutional approach considers the organizations of governments, their constitutional basis, their sources of legitimacy, and their methods of operation. This approach seeks to understand the workings of governments by an analysis of these components.

PL 313 Government Policies in Russia 3 credits
The development, organization and functioning of the Communist party; governmental organizations and the administrative process; terror as a system of power; organization for governmental control in industry and agriculture; Soviet foreign policy; its formation and execution.

PL 315 Comparative Judicial Systems 3 credits
A study of selected Countries' judicial systems dealing with each system's origins, development, and the kinds of cases which the system is called upon to adjudicate.

PL 316 Adjudication of Social Issues 3 credits

A study of the extensive changes in the American social, economic, and political structure brought about within the framework of the judicial process.

PL 317 Comparative Ideological Systems 3 credits

An examination of the major theoretical foundations of communism, fascism, democracy and socialism. A study of ideological doctrines and institutional patterns and their consequences and prospects for the future.

PL 318 Skills in Public Administration 3 credits

Emphasizes those areas most important to administration, including in-depth work in public budgeting and finance skills; details of public personnel activities and problems (recruiting, hiring, training, promotions, etc.); various facets of public relations, ranging from inter-organization communication to dealing with the media; leadership, decision-making and supervision. Draws from contemporary examples.

PL 319 Politics of Organization 3 credits

Includes various theories of organization, but emphasizes the organization's place in the U.S. political system; that is, the partisan political and the interest group politics which shape the public programs at all levels of government.

PSYCHOLOGY

Maxwell W. Hunter, *Chairperson*
John Aucker
Joseph Connolly
Alvin I. Cohen
Joan Corell
William F. Duval
Robert Hoffman
Suzanne Kwaterski
Leverett Millen
Stanley R. Mueller
Joseph F. Perez
I. Harvey Roazen

The Department of Psychology believes that a broadly based Liberal Arts undergraduate background is essential to understand the richness and diversity of human behavior. It is with this frame of reference that students are counseled to develop their individual programs.

The department offers a major in Psychology and a theoretical and practical foundation for those individuals who wish to perform psychological services in the public and private schools. The curriculum has been designed to provide preparation for all professional work in which an understanding of human behavior is necessary.

The department recommends that all persons who seek to work as psychologists obtain at least one graduate degree in Psychology. Each student who majors in psychology is assigned an advisor from the department faculty. It is to this person that the student ordinarily refers should he have any questions or problems regarding curriculum.

In addition to academic counseling the Department of Psychology provides counseling of a psychotherapeutic nature for all students of the college. Offices for this service are provided in the Counseling Center located on the first floor of the Science Building.

Major Core:	Hours
General Psychology for Majors*	6
At least two courses from 2 of the areas below, and at least one course from the remaining area.	15
Biopsychology Learning I, Learning II, Exp. Design I, Exp. Design II, Physiological, Comparative, Statistics	
Social-Personality Personality, Adolescent, Child, Social, Abnormal, Psych. of Interpersonal Relations and Communications, Psych. of Family, Psych. of Human Sexuality	
Counseling-Guidance Counseling Techniques, Guidance, Occupational Information, Behavior Modification in the Classroom, Practicum in Psych. I, Intro. to School Psychl. Services	
Electives in Psychology	9
Total	30

*Any individual who transfers into the program who has taken 3 credit introductory course needs an additional elective (Not General Psychology II) to meet the total requirement of 30 hours. See your advisor.

COURSES

PY 101 General Psychology 3 credits
The study of human behavior with special references to perception, learning, memory, thinking, emotional life; individual differences in nature of psychological investigations. Research methods are discussed and results are related to daily life and everyday problems.

PY 102 Psychology of Learning 3 credits
Prerequisite: PY 101
The study of the psychological concepts in educational practices, including the nature and sources of individual differences and readiness, learning, theories, motivations, emotions and the evaluation of learning techniques.

PY 301 Child Psychology 3 credits
Prerequisite: PY 101
The systematic study of the organismic changes in the child from birth to adolescence, and of the importance of maturation, growth and social learning in effecting these changes. Attention is focused on factors in personality and emotional development.

PY 302 Adolescent Psychology 3 credits
Prerequisite: PY 101
The focus is on the adolescent, the physical and mental aspects of his growth, the nature of fantasies, his emotional development, his interpersonal life, and his perception of the academic and vocational life. Several lectures involving adolescent dynamics (both needs and defenses) are also included. Lectures and class discussion will be the prime modes of instruction.

PY 303 Abnormal Psychology 3 credits
Prerequisite: PY 101
The etiology, development and therapy of mental disorders. Stress will be on the psychodynamics of pathological behavior. Consideration will be given to various forms of unusual behavior including anxiety states through psychosis. Analyses of pathological behavior will be based on current theories of maturation, emotion and personality organization.

PY 304 Social Psychology 3 credits
Prerequisite: PY 101
Individual psychology in the social setting. Basic processes of interaction, enculteration, prejudice, at-

titudes and such institutions as church, family and school. An elective for juniors and seniors.

PY 305 Theories of Personality 3 credits
Prerequisite: PY 101
The major theories of personality, including those of Freud, Jung, Sullivan, Allport and Rogers. Comparisons and contrasts of these theories are made and the implications drawn will be discussed and applied to counseling, psychotherapy and education.

PY 306 Learning I: Basic Principles 3 credits
Prerequisite: PY 101
An introduction to the terminology, concepts and methods in the study of learning. An examination of empirical principles involving experimental replication of early and contemporary inquiries. Designed for students who major or concentrate in psychology.

PY 307 Learning II: Theories 3 credits
Prerequisites: PY 101 and PY 306
The nature of learning as well as theories, issues and developments. A systematic examination of learning theories. Psychology majors only.

PY 308 Statistics for Psychologists 3 credits
Prerequisite: PY 101
The application of statistical methods to current research problems in Psychology. The selection of procedures appropriate to problems, performance of the procedures; interpretation of outcomes; data tabulation and reduction; measures of central tendency and variability; association; correlation and prediction; tests of significance, t-test; chisquare and analysis of variance.

PY 309 & 311 Experimental Design I & II
8 credits (4 credits each semester)
Prerequisites: PY 101, PY 308
A full year course in the methods and theory of experimental psychology, stressing selected topics from the areas of sensation, perception and learning. A thorough grounding in laboratory methods is the focus of this course. Each student will be required to design, conduct and interpret experiments in the major areas under consideration. Two lectures and two laboratory periods per week for two semesters. Psychology majors only.

PY 312 Physiological Psychology 3 credits
Prerequisite: PY 101
The focus is on the study of the physiological correlates of behavior. Special attention will be given to the physiological and neural aspects of emotions, motivation, and learning Psycho-physiological factors of health, disease, psychosomatics and chemotherapy will be included.

PY 313 Comparative Psychology 3 credits
Prerequisite: PY 101
A study of the similarities and differences in the behavior of animals, ranging from the unicellular to non-human primates. The course will stress comparative learning, but aspects of such topics as instinctive behavior, psychophysiology, and social behavior will also be discussed. Psychology majors only.

PY 316 Psychology of Human Sexuality 3 credits
Prerequisite: PY 101
A study of the differences between the psychological development of men and women. Stresses the phenomenon of role typing at an early age of development. Re-evaluated Freud's theories on the psychological development of women. Reviews new research finding on psycho-sexual development and the related child-rearing practices. Not open to freshmen.

PY 317 Behavior Modification in the Classroom 3 credits
Prerequisite: PY 101
Presentation and intensive discussion of classroom learning approaches based on respondent and operant conditioning paradigms. Detailed presentation of major principles underlying each approach and application of these principles to classroom learning situations at both elementary and secondary grade levels. Consideration of such topics as token economy and the classroom, modeling, desensitization, effects of punishment on classroom behaviors, approaches to behavioral problems of the emotionally disturbed and/or mentally retarded.

PY 318 Psychology of Interpersonal Relations and Communications 3 credits
Prerequisite: PY 101
Practical experience in interpersonal communication with use of video-tape and social psychology laboratory. Review of research on human communication from the viewpoint of transactional analysis, kinesics, the small group approaches of Rogers, Ellis, Perls, Synanon. Limited in size and to junior and senior psychology majors; others with special permission of instructor.

PY 321 Principles of Guidance 3 credits
Prerequisite: PY 101
Introduces the student to the basic principles, philosophy, history and current developments in guidance. Emphasis will be on the values of the guidance movement today.

PY 322 Counseling Theory and Practice 3 credits
Prerequisite: PY 101, PY 321
Designed to help counselors to develop an understanding of the helping relationship in dealing with persons having educational, vocational, interpersonal and intrapersonal problems. Techniques of counseling will be stressed. Elective for juniors and seniors.

PY 332 Peer Sex Counseling Program 3 credits
(1-1/2 credits each semester)
Prerequisite: Admission through screening interviews and evaluations.
Aims to familiarize students with information basic to human sexual behavior and sexual problems so that these students can function as resource individuals and counselors to their peers. Training is given in

areas such as physiology of sex, problem pregnancies, community resources as well as training in counseling techniques.

PY 333 Practicum in Psychology I 3 credits

Prerequisites: PY 101, PY 322

Theory and practice of the work of school psychologist, guidance counselor and/or social worker in the school system. Format combination of field work, seminar, observation within clinical setting. Eight weeks.

PY 334 Practicum in Psychology II 6 credits

Prerequisites: PY 101, PY 333

Practice teaching of high school level general psychology and/or practical clinical experience with a school guidance counselor under the supervision of a faculty member of the Department of Psychology. Eight weeks.

PY 336 Psychology of the Family 3 credits

Prerequisite: PY 101

A presentation of theories regarding how family interaction and patterns of response influence personality and behavior. An exploration of the characteristics of "healthy" and "unhealthy" families and the types of individuals they produce. A review of family therapy techniques as a means of treating the "identified patient." Limited to Juniors and Seniors.

PY 337 Independent Study-Psychology 1-6 credits

Prerequisite: PY 101

The student under supervision of his major advisor, will be expected to conceive, design and carry out an experimental project, field study, or scholarly research paper. The Psychology Department of Westfield State College makes available credit for student participation in psychological field experiences. Such experiences fall with the parameters of the course INDEPENDENT STUDY-PSYCHOLOGY.

PY 401 Occupational Information 3 credits

Prerequisite: PY 101

The major purposes of the course are to examine the major theories of career development, the various processes through which career awareness can be implemented, the techniques of appraisal which are utilized and the dissemination of career information. The course would contain a combination of didactic and experimental methods. Lectures, discussions, field trips to schools, industry and government agencies, guest speakers, small group activities focusing upon the application of appraisal techniques and vocational exploration procedures would be employed in the course.

SOCIOLOGY

Mostafa Noury, *Chairperson*
Marilyn Denny
John Donovan
C. Wendell King

Sociology, as a scientific discipline, focuses on human interdependence. Increasingly, people are coming to realize that they are part of the social environment, and their behavior is subject to sociological analysis. The application of sociological knowledge and research techniques in our modern society has profited the general citizen, the social scientist, and the city planner. As a result, many students look with increasing favor on taking a sequence of courses.

COURSES

SO 101 Principles of Sociology 3 credits
An overall study of the concepts and principles of group behavior. Analysis of the components of culture and the structure of society; social organization and differentiation.

SO 102 Cultural Anthropology 3 credits
An introduction to cultural anthropology as a discipline and to the concepts and techniques essential for understanding different cultures, both contemporary and past. Analysis of universal aspects of human experience — including the family, economic, political, religious, artistic, and linguistic systems, examined in cross-cultural perspective. Brief examination of hunters and gatherers, tribal and peasant peoples, amongst others. Introduction to the dynamics of culture contact and cultural evolution and change.

SO 201 The Family 3 credits
The family as a social institution, affected by and affecting other institutions. Some material on the family in non-industrial societies will be included, but the main focus will be on persisting patterns and on changes in premarital, marital, and family relationships in the United States.

SO 203 Survey of Sociological Theory 3 credits
Prerequisite: SO 101
A study of sociological theory from Comte, including macro, micro, and middle-range perspectives. Analysis of contributions of representative theorists, with a view towards identifying and evaluating their contributions to the discipline. Analysis of contemporary issues from the perspective of theorists studied earlier.

SO 303 Sociology of Leisure and Recreation 3 credits
Prerequisite: SO 101
The study of the social institutional structure and functional systems of society related to leisure behavior. The social significance of leisure and the human values in leisure-time pursuits. Examination of practices and uses of leisure in the United States.

SO 305 Urban Sociology 3 credits
Prerequisite: SO 101
Growth, structure and functions of the city. The urban place as an ecological, stratified, attitudinal, and decision-making unit. Urban problems and urban social relations.

SO 306 Sociology Through Literature 3 credits
Prerequisite: SO 101
An exploration of selected literary works for their sociological content. The role of literature as a means of provoking social action as well as a reflection of culture and society.

SO 307 Social Problems 3 credits
Prerequisite: SO 101
A study of contemporary American society in light of selected problem areas. Analysis of contributing factors, conflicting views and values, current situation and prospects for resolution. Application of sociological concepts, theories, and methods.

SO 308 Social Stratification 3 credits
Prerequisite: SO 101
A systematic treatment of the ranking systems in various social structures in America. Theories of social stratification and mobility. Analysis of social class studies in the United States. The interplay of power, status, and control.

SO 309 Sociology of Religion 3 credits
Prerequisite: SO 101
The scientific study of religion dating from mid-nineteenth century animists and naturists. Religion as a basic social institution with both integrative and divisive tendencies. Organizational patterns; interrelationships with other institutions. Theoretical development within the field. Changing emphases relating to functions or religion as a major provider of meaning and values in human societies.

SO 310 Juvenile Delinquency and Criminology 3 credits
Prerequisite: SO 101
Meaning, identification, and causes of delinquent and criminal behavior. Role of social institutions in correction, control, and prevention of youthful and adult offences.

SO 313 Reform and Revolution 3 credits
Prerequisite: SO 101
An analysis of revolution and reform as major mechanisms of change in modern and historical societies. The structure and strategies of social movements and other factors which make for success or failure in achieving change.

SO 315 Changing Sex Roles in America 3 credits
Prerequisite: SO 101
A study of existing sex roles in contemporary American society; examination of the determinants of such sex roles; comparison with existing sex roles in other societies. Investigation of the relationship between

biological properties and sex role expectations; analysis of how sexual ascription at birth influences life experiences and chances of men and women; analysis of the relationship between sex role expectations and personality traits, and between sex roles and social stratification. Analysis of the causes and consequences of change in culturally patterned sex roles.

SO 319 Sociology of Art 3 credits

Prerequisite: SO 101

Study of the manner in which visual art, as a social institution, has been analyzed by major theorists, such as Marx, Freud, Simmel, G. H. Mead, Dewey, James, and by recent theorists such as Parsons, H. White, Burke, Duncan, Duvignaud, Kavolis, and others. The course aims to increase understanding of the social foundations and functions of art. Problems to be addressed include, but are not limited to: — patterns of relationship between artist, patron, critic, and public — artists, their socialization and training, roles and careers — the relation between changing forms of social organization and the methods of producing visual art.

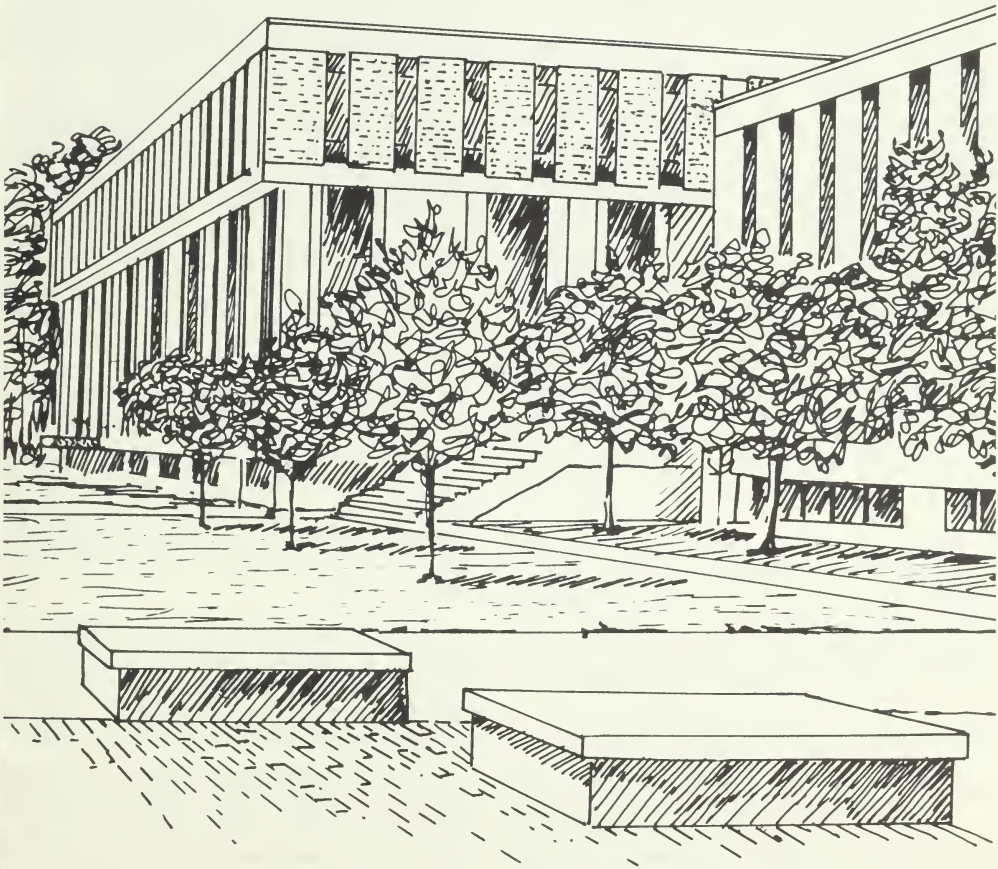
It is preferred that students have taken Art Appreciation (Survey of Art History) or some equivalent.

SO 320 Sociology of Education 3 credits

Prerequisite: SO 101

American schools as social organizations, as community associations, and as socialization agents. The functions of the school, and the relation of the institution of education to culture and social structure. Problems of change.

SO 399 Independent Study 3-6 credits



GENERAL STUDIES MAJOR

R. Frederick Twenter, Coordinator (History)

Program Advisors:

Peter B. Bulkley	History
Patricia Conant	Art
Marilyn Denny	Sociology
Tilia Fantasia	Physical Education
Wallace Goldstein	English
Barbra Holland	Elementary Education
Lester Hutton	History
Walter Jensen	Modern Foreign Languages
Suzanne Kwaterski	Psychology
Raymond Ourand	Modern Foreign Languages
Patrick Romano	Chemistry
Michael Russo	Physics
Elizabeth Teall	History
Gerald Tetrault	Philosophy
Barbara Welch	English

B.A. DEGREE IN LIBERAL ARTS

The General Studies B.A. degree program offers an interdisciplinary approach to the humanities. The program offers no courses of its own but draws on courses offered by the humanities departments — Art, English, Modern Foreign Languages, History, Music and Philosophy. The program is designed for self-motivated students who desire a flexible approach to the humanities without concentrating in a particular discipline. Students in General Studies, therefore, have the opportunity of creating individualized programs of studies which cross departmental lines. The goal of the program is to enable majors to work out in advance, and in conjunction with an advisory committee, a strong program which will satisfy his/her interests and needs, while providing a strong liberal arts degree upon completion of the program.

The interdisciplinary programs that are currently offered include Studies in the Medieval-Renaissance period, Studies in the 17th and/or 18th Centuries, Studies in romanticism, 19th Century Studies, and 20th Century Studies. Other programs are under consideration.

The General Studies Major requires:

a. two semesters, intermediate level, approved foreign language; if necessary two semesters beginning level foreign language; one semester, Systems of Logic (see #5 under "Regulations," below) 9-15 credits

b. interdisciplinary electives in the humanities — 27 hours, organized around an interdisciplinary theme or program, with no more than 12 hours in any one department 27 credits

c. senior thesis 3 credits

Total for major: 39-45 credits

REGULATIONS

1. The General Studies B.A. program replaces the former B.A. program. It does not, of course, affect General Studies majors enrolled in the older program.

2. The General Studies B.A. degree program exists to give majors a strong liberal arts degree in the area of the humanities. No courses may be accepted toward satisfying the major requirement without the consent of the Program Coordinator and/or the student's advisory committees.

3. The senior thesis is an integral part of the program and the topic of the thesis should be determined in conjunction with the student's advisory committee no later than the end of the second semester, junior year.

4. Specific interdisciplinary programs are to be determined under advisement with the student's advisory committee and subsequently approved by the Program Coordinator. Programs that are not designed according to this formula may be rejected as failing to satisfy major requirements. Each major shall work out an initial program no later than the spring semester of his/her sophomore year, or when he/she enters the program, in the event of transfer students.

5. If prospective majors are able to demonstrate competence in foreign language, or if they elect to take foreign language courses to satisfy part of the all-college core requirement, a commensurate number of credit hours shall be released for electives in the humanities. The same rule applies to the course Systems of Logic.

6. If any course in a specific program designed by a General Studies major and his/her advisory committee has a prerequisite, that prerequisite becomes part of the program, without increasing the total hours required in the major.

7. Students will have an advisory committee composed of three faculty members, one of whom shall serve as major adviser. Normally, the advisory committee will function collectively only in the preparation of the major program and in the supervision of the senior thesis.

SOCIAL SCIENCE MAJOR

C. Wendell King, *Coordinator*
Program Advisors:
Russell Bellico, Economics
Anthony Bonacquisti, Geography
Robert Brady, History
Robert Brown, History
John Hibert, Geography
Lester Hutton, History
Martin Kaufman, History
P. I. Mathew, Economics
John O'Shea, Geography
George Psychas, Geography

The major in Social Science is interdisciplinary, utilizing existing courses in the several social science areas, namely, Economics, Geography, History, Political Science, Psychology, and Sociology. It comprises, in addition, the Senior Thesis/Internship, which may be fulfilled by a supervised internship in a community agency or by a major thesis based upon independent study. Internships have been served in youth, health, business, social service, and other types of agencies and organizations. Thus, community service and original, scholarly investigations are elements of the Social Science program which provide experiences looking ahead to the student's career decisions or to further professional study.

As a liberal arts degree candidate, the Social Science student receives a broad education making for vocational flexibility in the worlds of business and government. Both private and public agencies offer such employment possibilities, for example, as research and social service work. The student seeking a progressive, life-time career either as a scientist or as a social service worker should, however, seriously consider professional study beyond the bachelor's level.

Major Core:

One foundations course (i.e., a 100-level course, usually) should be taken in each of the following fields: Sociology, Psychology, Geography, Economics, and Political Science.

Concentrations

Nine credits of post-introductory work (200-level or higher) should be selected in one of the following fields and six credits in each of two others: History, Sociology, Psychology, Geography, Economics, and Political Science. Six additional credits are required in one of the three fields selected above for a total of twenty-seven credits in the concentrations. A student might, for example, select five courses in Economics, two in Political Science, and two in Sociology.

The Senior Thesis/Internship

Three or six credits are earned through a community internship and/or independent study.

Social Science Minor

The minor is constructed by the student in consultation with his or her major advisor and with the chairman of the Social Science Department. Normally, the minor will include 12 credits of advanced courses in one social science and 6 credits in a second.

SS 300 Senior Thesis/Internship 3-6 credits
A course of independent work which may involve a major thesis or an internship in a community organization or agency. Open only to Social Science majorc

INSTRUCTIONAL MEDIA (Academics)

Edwin J. Abar, Jr.

Instructional Media (academics) is interdisciplinary in nature and therefore all courses are open to all students regardless of major. The use and production of instructional media is a vital part of the educational process. Advances in technology and learning theory substantiate the necessity for a working knowledge of the field.

Instructional Media is an applied discipline which promotes the hands-on, enactive approach to learning. Students enrolled in Instructional Media courses are encouraged to develop areas of special interest; i.e., photography, television, or media theory.

COURSES

IM 201 Instructional Media in Education 3 credits

Designed to acquaint and familiarize the student with the characteristics, applications, and implications of instructional media in education. Major emphasis will be placed upon mastering the nature of the media and the related equipment for traditional and classroom use.

IM 202 Photography as an Instructional Medium 3 credits

Prerequisite: Sophomore, Junior or Senior

Designed to give the student a background of information in the use of photography as an instructional medium. Emphasis will be placed on the use of the medium to facilitate achievement of an instructional objective, student use of the medium, preparation of instructional media, and public relations. Areas of discussion will include applications to various disciplines, camera operation, photographic techniques and photographic processing. Students will be required to research the use of the medium in their respective disciplines and produce a series of thematically related photographs.

IM 210 Instructional Media: Secondary School 3 credits

Introduction to the field of instructional media designed to develop the student's skill in the use of a variety of instructional materials in the classroom. Emphasis will be placed upon both the educational characteristics of the various materials and laboratory practice in the operation of instructional equipment. Students will be offered adequate opportunity to operate equipment, to develop materials of their own, and to do research in their areas of specialization.

IM 301 Television Production I 3 credits

Prerequisite: Permission of Instructor

The content of the course will cover basic skills in mini-studio television production. Topics will include lighting, camera operation, directing, switching, audio control, and general operation and set up of a mini-studio. Each student will be required to write and direct a ten minute color video tape production. All talent and production crews will be selected from class members. The class is limited to 16 students.

IM 318 Production of Instructional Media 3 credits

Designed to give the student a background of information in the production of posters, charts, graphs, exhibits, models, devices, black and white photographs (sets), transparencies, tape recordings, and the fundamentals of motion picture production. Production procedures will be illustrated by means of lectures, demonstrations, and motion pictures. Demonstrations will utilize many of the media to be studied. The last meeting of the class will feature constructive criticism and comments on the finished work. All materials produced will be paid for by the students and will remain their property. The class is limited to 16 students.

IM 310 Independent Study

Prerequisite: Permission of instructor and department chairperson

Independent study of topics in instructional media under careful faculty supervision.

ADMINISTRATION

Date in parenthesis following the name indicates the beginning of service at Westfield State College.

OFFICERS OF THE ADMINISTRATION

ROBERT L. RANDOLPH (1973)
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*Leave of Absence 1976-77

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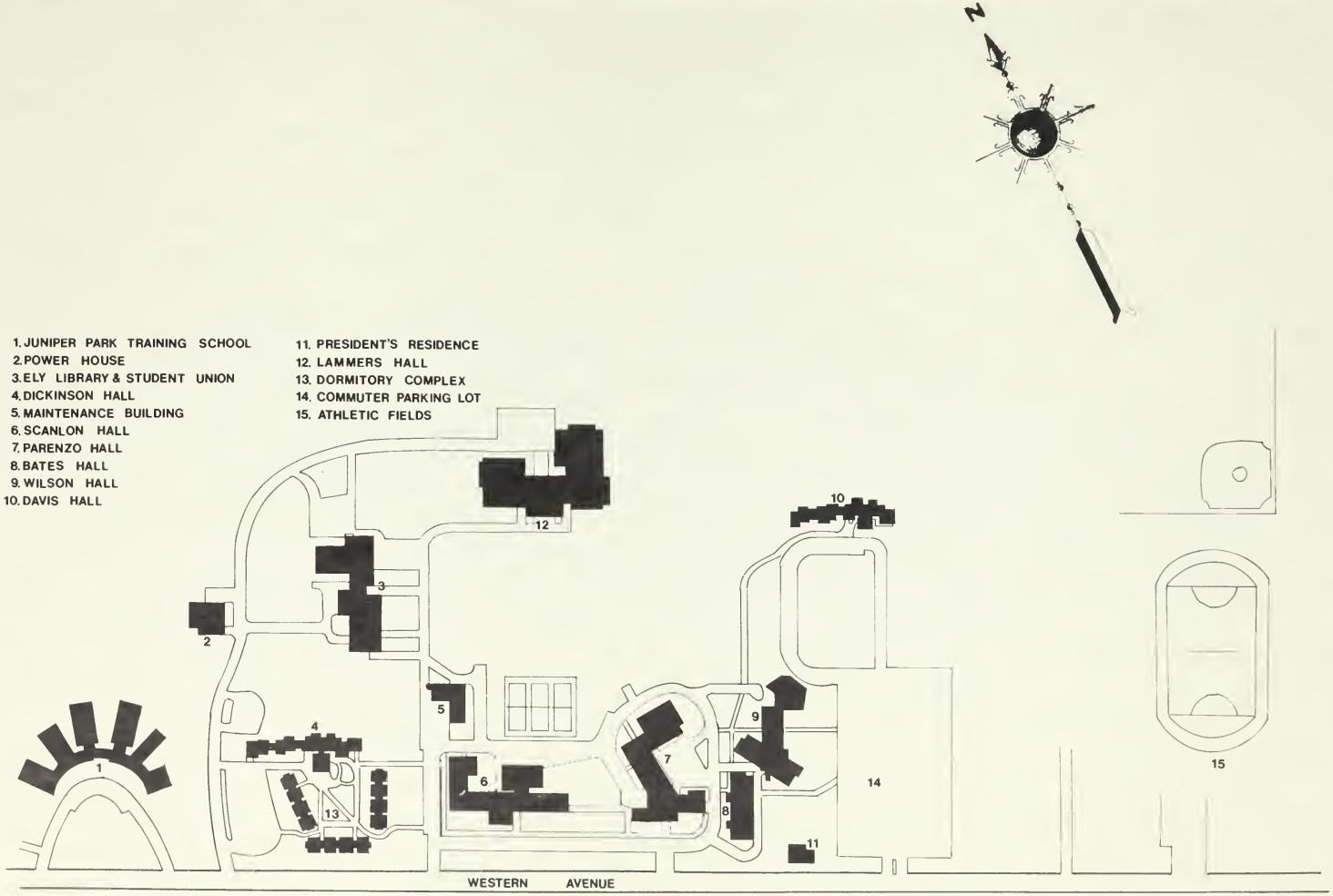
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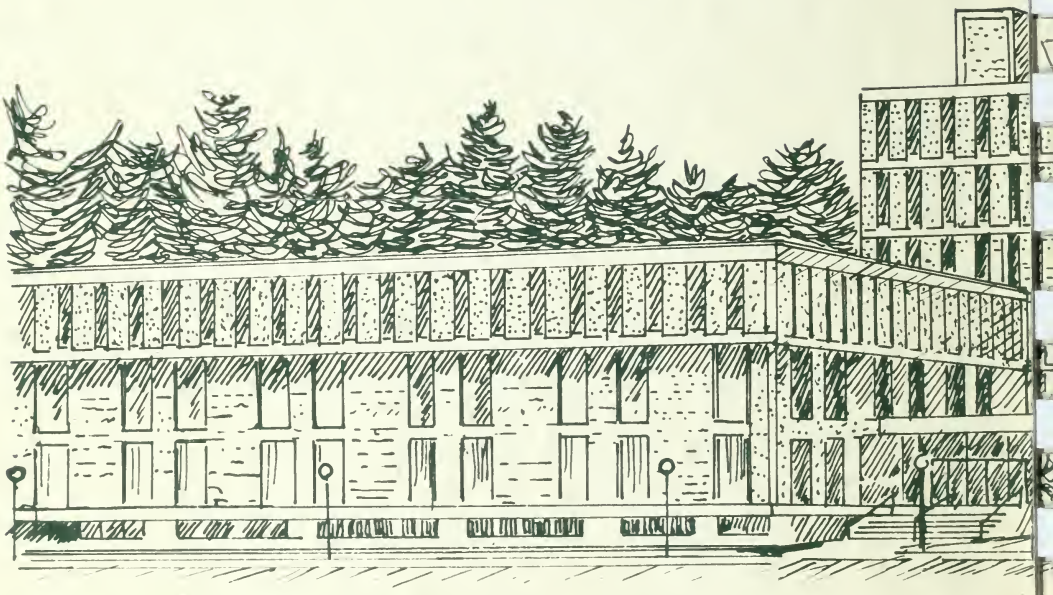

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